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ABSTRACT

Sections 1 and 2 provide the background for classroom implementation of intergroup education, delineation of practical implementation, and a listing of required supportive services for this program. Sections 3-5 are intended for the guidance of the classroom teacher and include the overall guide objectives for the teacher and the student, the recurring themes in intergroup education, and an explanation of how the objectives and themes can be implemented. Sections 6 and 7 contain the teaching units for the junior high and high school, additional learning activities, and selected bibliographies for the instructional levels. Section 8 is a selected bibliography for teacher reference. Each teaching unit includes learning objectives and activities and a list of materials and resources. Assessment tasks are listed for each instructional objective. Additional support activities are included for sections 6 and 7. (BD)

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NEW PERSPECTIVES
IN
INTERGROUP EDUCATION

Volume 2

2/3

Maryland State Department of Education
Baltimore-Washington International Airport
Baltimore, Maryland 21240

Division of Instruction
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Division of Compensatory, Urban,
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FOREWORD

The history books of the first half of our century pictured America as the great melting pot and a country that welcomed immigrants. Emma Lazarus said it for all of us in 1903 when she composed the famous lines for the base of the Statue of Liberty:

> Give me your tired, your poor,
> Your huddled masses yearning to breathe free,
> The wretched refuse of your teeming shore.
> Send these, the homeless, the tempest-tost to me,
> I lift my lamp beside the golden door!

Lately, we have not been so sure. One ethnic group after another, some more loudly than others, assert the uniqueness of their own cultures and their reluctance to be "melted." At the same time the majority has come to a new awareness of the richness of these cultures and the need to preserve them. And with that we have come to recognize the need for understanding one another.

But to say that we need a program of intergroup education simply because ethnic minorities refuse to abandon their ancient cultures is to bowdlerize our recent history and to misstate the importance of this program to the public schools. We need intergroup education because deep resentment of long injustice has bred suspicion and contempt on all sides. Now passion needs instruction based on reason.

That is where our public schools enter the picture. Maryland's public schools now have the vital task of helping our students to understand and appreciate the nation's ethnic groups and the contributions that they have made to the development of the United States of America.

James A. Sensenbaugh

PREFACE

The Maryland public schools support the principle that the school experience should develop responsible citizenship. Maryland educators support the position that education should prepare students to live in a pluralistic society founded upon democratic principles. Essential to this proposition is the necessity of providing equal educational opportunity regardless of race, sex, religion, ethnic background, or social class identification.

Since the Supreme Court Decision of 1954, *Brown* versus *Board of Education*, programs have been designed to promote intergroup education. However, we have not been overly successful in eliminating overt and covert forms of prejudicial actions toward minority groups. Even though we have laws that seek to fulfill the American Creed -- liberty and justice for all -- a continuing effort by the schools of Maryland to implement intergroup education is more essential today than ever before.

Accordingly, the Maryland State Department of Education, Division of Instruction, conducted three summer workshops in 1969, 1970, and 1971. The workshop in the summer of 1969 produced the basis for an instructional program for Maryland educators in a guide entitled, Intergroup Education in Maryland.

Since the attitudes of children and adolescents are still in the formative stage, the schools can assume a role of critical importance for developing positive attitudes. From this point of view, the schools of Maryland should be committed to the elimination of prejudice. The school curriculum must be altered to develop the broad understandings which pupils need to live in our changing society. This guide is an initial step toward integrating intergroup education into the total curriculum.

As a result of the report of the State Advisory Committee on Cultural and Ethnic Minorities, the Maryland State Board of Education adopted Bylaw 325, which calls for instructional programs in the schools that emphasize the teaching of ethnic and cultural minorities. The bylaw states:

> All public schools shall include in their programs of studies... as a part of current curricular offerings...appropriate instruction for developing understanding and appreciation of Ethnic and Cultural Minorities.

During the summers of 1970, 1971, and 1972, three groups of teachers from local educational agencies worked to develop instructional activities that stress the contributions of ethnic and cultural minorities to our pluralistic society. The activities presented in *New Perspectives in Intergroup Education* are inter-disciplinary and range from early childhood through secondary education.

During the 1971-1972 school year, the instructional activities were piloted in the schools of Baltimore, Caroline, Dorchester, Frederick, Prince George's, and St. Mary's counties. On the basis of classroom usage, the instructional materials were rewritten in the summer of 1972 and the bibliographies enlarged as recommended by the teachers participating in the pilot programs.

Two summer workshops in 1973 and 1974 enabled teachers to enhance the program still further by developing units at four levels from K-12 around four recurring themes. This leadership program stresses the equal worth of individuals and ethnic groups and addresses the problems of prejudice and discrimination in American society. The four recurring themes which form the basis of the philosophical foundation for the program that defines cultural pluralism in Maryland and the nation are:

- Foundation for Equality: Equal Worth of Every Person
- Alliance for Equality: Equal Worth of Every Ethnic Group
- Barriers to Equality: Prejudice and Discrimination
- Action for Equality: Ideals and Realities

We believe that these materials will serve as viable guidelines for developing effective, dynamic programs of ethnic studies in the ongoing curricula of the schools in Maryland. Their use will help to reduce intergroup tensions and to lay the foundation for real equality and equal opportunity for every individual.

ACKNOWLEDGMENTS

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Curriculum Design and Writing Workshop Participants (1969, 1970, 1971, 1972, 1973, 1974)

Teachers

William D. Alexander
Harford County

Laura Austin
Harford County

Mrs. Helen Ayers
Queen Anne's County

Mrs. Nancy Barrick
Baltimore City

Chris Bosler
Frederick County

Donald Brohawn
Baltimore City

Mrs. Milagros Carrero
Prince George's County

Mrs. Agnes Coale
Baltimore County

Mrs. Roberta Crosby
Baltimore County

Robert E. Dasch
Baltimore County

Patricia Dorsey
Baltimore County

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Frederick County

Robert Driesen
Baltimore County

Mrs. Sharon Friedman
Prince George's County

Ajaipal Singh Gill
American University

William T. Glotzbach
St. Mary's County

Warren Grant
Baltimore City

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Division of Compensatory, Urban, and Supplementary Programs

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Division of Instruction

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Consultant in Pupil Services

Victor B. Kotulak
Specialist in English

Harold H. Lott
Consultant in Art

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Publications Unit

Mrs. Rita K. Dent
Editor

Benjamin Herman
Editor

William T. Kenkelen
Assistant Editor

Additional Consultants

Arthur Adkins
Associate Professor of Secondary Education
University of Maryland
College Park, Maryland

Edward S. Beach, Jr.
Former Professor of Education
Bowie State College
Bowie, Maryland

Johnnie Cates
Morgan State College
Baltimore, Maryland

Stanley Cooper
Morgan State College
Baltimore, Maryland

G. James Fleming
Professor of Political Science
Morgan State College
Baltimore, Maryland

Walter N. Gantt
Associate Professor of Early Childhood
and Elementary Education
University of Maryland
College Park, Maryland

Hugh Davis Graham
Former Associate Professor of History
The Johns Hopkins University
Baltimore, Maryland

Jean Grambs
Professor of Secondary Education
University of Maryland
College Park, Maryland

Ronald Hamilton
Morgan State College
Baltimore, Maryland

Lindy Harry
Former Coordinator for Field Services
Department of Social Relations
The Johns Hopkins University
Baltimore, Maryland

Kathleen Kennedy
Former Principal, Baltimore City

Esther D. Levin
State Human Relations Commission
Baltimore, Maryland

Rolf Muuss
Professor of Education
Goucher College
Towson, Maryland

Cynthia Nelson
Morgan State College
Baltimore, Maryland

Benjamin Quarles
Professor of History
Morgan State College
Baltimore, Maryland

Shirley L. Stryker
ESOL Specialist
Montgomery County

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New Perspectives in Intergroup Education

SECTION I

SUGGESTED USAGE OF THE GUIDE

This guide has been prepared for use in developing effective programs in intergroup education and in integrating these programs into the ongoing curriculum. Educators at all levels should find it informative, helpful, and practical. As they use the guide, it is hoped that they will make the necessary adaptations which will insure appropriate instruction for developing an understanding and appreciation of all ethnic and cultural groups.

New Perspectives in Intergroup Education is not a new curriculum. Instead, many of the activities contained in the document have been used by classroom teachers throughout Maryland. The materials have been developed by teachers, piloted by teachers, and refined by teachers in order to present viable classroom experiences which will enhance the desired behavioral outcomes.

The organization of this guide follows the suggestions of teachers who were concerned that the organization of the document should facilitate classroom usage for teachers. Therefore, Sections I and II provide the background for classroom implementation of intergroup education. While the statement of beliefs is the philosophical foundation of the program, and the State position on intergroup education is included, practical implementation is delineated in the area of teacher preparation for intergroup education and the required supportive services for this program.

Sections III through V are intended for the guidance of the classroom teacher. These sections include the overall guide objectives for the teacher and the student, the recurring themes in intergroup education which undergird the units, and an explanation of how the objectives and themes can be implemented. In these sections, teachers will find the teaching units for the K-12 levels of instruction, as well as additional learning activities which can augment the teaching units.

The heart of the guide is found in Sections VI through VIII. In Sections VI and VII, teachers will find the teaching units for the K-12 levels of instruction, additional learning activities to augment the teaching units, and selected bibliographies for the instructional levels. Section VIII contains a selected bibliography for teacher reference.

The teaching units in Section VI and Section VII are designed as examples of the kinds of instructional units which can be developed and used to achieve the objectives of intergroup education. The learning activities included in the units are suggested for the exploration and mastery of the content and are for classroom use to provide learners with experiences that carry out the themes of intergroup education. Additional supportive activities are suggested to assist the learners in understanding and achieving the objectives. The teacher is encouraged to examine activities provided for levels other than the one he is teaching and to select those which may be appropriate for his group. In any case, it is anticipated that these units and additional activities will serve as guides and springboards for the development of other units and learning experiences in intergroup education throughout Maryland's schools.

The bibliographies in Sections VI, VII, and VIII are by no means exhaustive. However, all the materials listed in the bibliographies have been carefully reviewed and studied by the teachers who assisted in the development of the guide. Obviously, there are other print and nonprint resources that can be added. To assist in the evaluation and selection of ethnic studies materials, the Maryland State Department of Education published Guidelines for the Selection of Instructional Materials Which Will Insure Proper Recognition of Ethnic and Cultural Minorities. Hopefully, teachers and supervisors will use these guidelines as a basis for reviewing and selecting other supportive references as they become available.

TEACHER PREPARATION FOR INTERGROUP EDUCATION

The teacher is the key person in implementing a program of intergroup education. Every teacher has the responsibility to develop intergroup concepts in his teaching area. Many teachers have conducted activities which have aided in the development of democratic attitudes. Other teachers have had little experience with these techniques. Since all teachers are not trained to conduct programs of intergroup education, the importance of this program makes it necessary that systems assume the responsibility of training their teachers in this area of instruction.

Teacher attitudes and relationships with students are the most important ingredients for effective intergroup education. Only the teacher who truly believes in democratic precepts can be effective in reducing prejudices among his students. Among the most important personal prerequisites for an effective teacher of intergroup attitudes are:

- Agreement with the validity of the objectives and goals of intergroup education
- Strong personal commitment to the need and value of integrating intergroup education concepts in one's teaching activities
- Rapport with students which creates the environment for free discussion of feelings and emotions.

Preparation in the techniques of intergroup education is necessary in the teachers' training for effective intergroup education. Some of these techniques include the use of:

- Sociometric procedures
- Participation schedules
- Social distance scales and other measures of prejudice
- Role playing
- Projective techniques

- Student diaries
- Teacher logs of class procedures.*

To use these techniques of evaluation and interpret their findings requires training. In the State of Maryland there are a number of colleges and universities offering both summer and evening courses in the area of human relations. The federal government, private agencies, and local school systems offer a variety of institutes, workshops, and inservice programs in this area. Most of these courses offer college credit in addition to supplying the teacher with needed expertise in the field of intergroup relations.

Materials and Teacher Preparation

- Implementation of a school program in intergroup education requires special training and materials for teachers.
- Student preparation for teaching must include techniques for developing and maintaining a school climate of open acceptance that dissolves barriers to communication
- Broad programs of intergroup inservice education and workshops must be provided, designed to produce understanding of human values and contributions. The program must provide for an intensive, realistic analysis of teachers' stereotyped ideas and rigid ways of thinking, and knowledge of the varying roles currently being played by dissent groups.
- Sufficient quantities of instructional materials selected according to the established criteria relating to intergroup education must be made available to teachers.

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*Most of these are described in: Taba, Hilda; Brady, Elizabeth H.; Robinson, John T.; Vickery, William E., Diagnosing Human Relations Needs (Washington: American Council on Education, 1951) p. 155; Jennings, Helen H., Sociometry in Group Relations: A Manual for Teachers (Washington: American Council on Education, 1959) p. 105.

SUPPORTIVE SERVICES

Schools, however well staffed and well equipped, can do little toward developing strong, positive, responsive citizens without the sympathetic guidance and active support of administrators and civic leaders. Such people must:

- Provide and participate in groups actively studying human relations and multi-ethnic contributions
- Provide and use extensive libraries devoted to multi-ethnic social concerns and personal values and experiences
- Publicly support the school's programs in intergroup education
- Encourage and expedite exchange between the school and the community through classroom visitors and field trips to the workday world
- Place school personnel on the basis of talent and need (rather than on ethnic background)
- Encourage and expedite exchange between the school and legislators and public administrators
- Encourage and expedite the interaction of schools with public and private agencies working in the fields of social concern and mental health.

The teacher needs the support of the community, boards of education, school administrators, and supervisors in working with ethnic and cultural minorities. Intergroup education represents total commitment by the educational hierarchy.

STATE

As representatives of the citizenry in Maryland, members of the State Board of Education determine and establish policy for the educational system. If they are to perform their duties objectively and fairly, they must be sensitive to the educational needs of all the children of all the people. Accordingly:

- Official policies and guidelines established by the State Board of Education will give intergroup education its rightful place in the curriculum of the school
- Further commitment of the State Board will be illustrated by the positive actions of its staff in the State Department of Education in terms of implementation of these policies and guidelines.

LOCAL

Local Boards of Education operating within the framework established by the State Board of Education should provide programs to accomplish the following:

- Employment of local administrators who support the state's position on intergroup education as a part of the total program
- Promotion of planned activities which result in community support for intergroup education
- Employment only of those teachers who are willing to work in programs actively promoting intergroup education
- Provision of adequate funds for appropriate instructional materials, inservice training programs, facilities, and personnel in the area of intergroup education
- Immediate development and implementation of integration of both faculty and pupils at the local level.

Administrators

STATE

Incentives which encourage members of the profession in the State to take advantage of inservice training programs in intergroup education should be established to expedite the retraining of personnel. These incentives may include credit toward an advanced degree, reimbursement of expenses, or professional recognition.

Recognizing that state administrators are not only responsible for professional inservice training but also for promoting parental and community understanding of intergroup education, programs of dynamic perspective should be developed to seek the active cooperation of private and governmental agencies at the local, state, and national levels.

LOCAL

The superintendent serves as the executive officer of the local board and as the educational leader of the public school community. Through his leadership and the assistance of his professional staff, intergroup education will become an integral part of the total educational program and the business operation of the system. Personnel hiring, placement, and promotion are strategic areas which may reflect the degree of commitment to the concept of equality of all people.

The principal's creativity and initiative as well as technical skill can be demonstrated by programs which aid in the growth of intergroup relationships. To do this he must:

. Provide time and programs for the teacher to familiarize himself with the individual student and the community

. Provide learning opportunities in ethnic and cultural relations for parents and other adults

. Provide leadership in a continuing analysis of curriculum problems and needs related to all pupils

. Demonstrate objectivity toward personnel, pupils, and the community.

Supervisors

STATE

The educator of today no longer regards supervision in the narrow concept of confinement to visiting teachers, supplying materials, and rating the staff. Supervision is now recognized as being intimately concerned with inservice growth of quality professional personnel. In view of this role, the State supervisors should:

. Emphasize the need for local programs of intergroup education

. Emphaize a cooperative and democratic attitude in meetings and related activities

. Actively participate in the development of standards and guidelines for programs and materials of instruction.

LOCAL

The local supervisors must support the position of the State Department and render supportive services needed by the teacher in implementing a program of intergroup education by:

. Establishing workshops that develop programs of intergroup education

. Developing curriculum guides with teachers emphasizing the cultural plurality of our society

. Cooperating with and using community agencies that are supportive of intergroup education.

Community

Schools within communities need to become aware of the necessity for many patterns of operations in working with organized groups. The wide variety and types of organizations found in different communities make community-school cooperation mandatory. Many communities have agencies with professional staffs who can serve as resource personnel in developing programs of intergroup education. The community can improve intergroup relations by providing a receptive attitude toward communication between the school and community in working for better intergroup relations. The school should be encouraged to use community problems as an integral part of the school's curricula by:

- Accepting the merits of a program of intergroup relations
- Stimulating parents to take greater interest in the programs and goals of the schools for their children
- Helping members of the community to recognize the value of the utilization of school-based and community services.

S E C T I O N I I

STATEMENT OF BELIEFS

The Advisory Committee on Ethnic and Cultural Minorities appointed by the State Superintendent of Schools, Dr. James A. Sensenbaugh, developed the following Statement of Beliefs to serve as a philosophic basis for the establishment of a program of intergroup education in the schools of Maryland:

America must be philosophically committed to cultural plurality as a significant value in our traditional way of life. Yet a philosophical commitment to our stated constitutional and legislated ideals is not good enough. Such a commitment in theory must necessarily be accompanied by an even greater commitment in practice lest our hallowed creed of "Liberty and Justice for all" might become only a hollow sham. There is, as yet, no real unity within the diversity which our many cultural and ethnic groups represent. Instead, minorities still excluded from the mainstream of American society are striving to establish an identification and a feeling of pride in their own heritage. Simultaneously they are becoming increasingly more insistent on full-scale participation on equal terms in the ordinary affairs of American life. Prejudice and discrimination against out-groups continue their devastation as barriers to human fulfillment. "Man's inhumanity to man" still abounds.

Our society will not survive unless it can adapt to change. Nor can any element in our society hope to survive alone. Therefore, it is imperative that the schools recognize and accept their responsibility as potent agents for social change. Schools must first be dedicated to open inquiry and must create an atmosphere for learning which is devoid of all prejudice and discrimination. Knowledge of the complex causes and consequences of prejudice and discrimination must supplant existing myths and misconceptions. The changing of negative attitudes becomes a means for reducing prejudice, discrimination, and intergroup conflict. It is crucial for all people of all ethnic and cultural groups to develop their full human potential and to become free participants in American society.

Since intergroup relations permeate all areas of living, the total program of each school must endeavor to develop empathy and sensitivity to human values. Any study of "man as a human being" must be predicated upon a belief in the fundamental dignity and worth of every individual and upon an understanding of our common origin. Curriculum provisions must be made at all levels and through all disciplines (including the sciences and the humanities) for satisfactory experiences in working with and learning about people of all ethnic and cultural groups.

Within this broad curriculum framework for intergroup education, the social studies must exercise a vital leadership role. Students need to analyze today's current problems and their possible solutions. Teachers must present the material in a realistic, objective manner without any attempt at distortion and/or omission. Emphasis should be placed on the pattern of participation of all ethnic and cultural groups and not primarily on the contribution of individuals whose ethnic identity may have been irrelevant to their achievement. In most cases, this should be done as an integral part of the social studies rather than as a separate but parallel course. Whenever specific situations and circumstances warrant, selective electives may need to be initiated.

In today's schools, any effective approach to teaching and the understanding of world peoples must begin with an intensive, realistic analysis of teachers' stereotypic ideas and rigid ways of thinking. Teachers must be closely attuned to the changing character of society and must learn to "think anew" and "act anew." Teachers must be fully knowledgeable about the varying roles currently being played by dissident groups; likewise, they must clearly perceive the constructive impact of dissent. In short, they must become staunch believers in the potential strength to be derived from divergent ethnic and cultural groups in American society. Teachers must also become deeply aware of their own feelings and master the skill of feeling what others feel. They must understand all children, empathize with their ambitions, and accept their various behavior patterns. Such teachers will seldom emerge by sheer accident. On the contrary, it is crucially important that they receive careful preparation in comprehensive, well coordinated programs of both preservice and inservice education. To expedite these programs, the State Department of Education must take the decisive lead in providing rich learning opportunities for teachers to acquire new insights, extend and expand their knowledge and appreciation of others; eliminate their own strong prejudgments and generalizations about minorities; increase their sensitivity to other people; and develop new strategies for creating a viable climate in which a change of attitudes, feelings, and understandings is entirely possible.

To accomplish these goals, teachers must have sufficient supplies of suitable instructional materials. Publishing companies must be kept apprised of current, pressing needs and must redouble their efforts to meet these demands. Here, too, the State Department of Education must assume an active leadership role in the preparation of guidelines for the selection of appropriate materials. In every instance, materials should always be sought which "will enlighten -- not enslave; clarify -- not obscure." At the present juncture, the problems and opportunities of the Afro-American group demand urgent attention. Therefore, teaching should be focused on the study of the Afro-American cultural group both in historical and contemporary contexts.

The importance of environment in developing attitudes is also recognized. The State Department of Education must, therefore, provide learning opportunities in ethnic and cultural relations for parents and other adults.

Schools must enlist the cooperation of private and governmental agencies at the local, state, and national levels if the way is to be found to value and utilize cultural differences within a framework of political and economic unity. Progress toward this goal can be realized only with the cooperation and full support of local boards of education, superintendents, and their total administrative -- supervisory staffs. Wise and creative leaders must constantly utilize new strategies which are effective in specific situations. They must strive to build even more effective programs on intellectual, attitudinal, and action levels for the reduction of prejudice and discrimination and for the ultimate prevention of societal decay. Thus, the coordinated thrust of all agencies will assist in transforming our democratic profession for equality into a reality.

POSITION ON INTERGROUP EDUCATION

Today's children must be educated to live effectively in a multicultural society. To accomplish this necessary objective, it is imperative that we correct the shortcomings in our present educational offerings. We must no longer tolerate, by distortion and/or omission, the disregard in our curricula and instructional materials for the history and contributions of cultural and ethnic minorities. Instead, we must alter our curricula to give pupils the broader understanding they need to live and work successfully in multi-group situations. We must deal adequately and realistically with the background and nature of the current struggle for justice and equality of opportunity. We must insure in all our classrooms the use of instructional materials which objectively reflect the cultural and ethnic diversity of American life and of our world.

We believe we can best overcome our present weaknesses through a planned program of intergroup education designed to permeate every area of the curriculum from kindergarten through elementary and secondary levels. Such a program will not only recognize the contribution of cultural and ethnic minorities in the building of a democratic republic, but it will also attempt to change attitudes, eliminate prejudice, and re-educate teachers. Specifically, a total program of intergroup education would envision:

- An integrated curriculum from early childhood through the twelfth grade with special emphasis in the social studies area
- Integration of Afro-American and minority group content in the American history curriculum wherever appropriate rather than the introduction of separate supplemental units which would provide merely peripheral treatment
- Provision for a separate elective course in Afro-American or minority group history where local needs warrant, but with the full knowledge that it will not fulfill the intent of the mandate which was designed to give all students a broader knowledge and understanding of various cultures other than their own

- Guidelines for the selection of educational materials which emphasize minority group contributions to the growth of the American nation
- Elimination of misunderstandings, animosity, and the reduction of prejudice in all the schools
- Certification of teachers who have had college level courses dealing with minorities in America
- Retraining of teachers through workshops which emphasize positive attitudinal and behavioral changes
- Support of the program and cooperation in its implementation by all administrative and supervisory personnel on both the state and local levels
- Coordination of all agencies and instruments of our society in designing, implementing, evaluating, and modifying, where necessary, a program of intergroup education in all Maryland public school systems.

Reduction of Prejudice

Minority group and ethnic prejudices are multiple -- determined and perpetuated by a complex interaction of social and psychological factors. The alleviation of such prejudices requires a variety of approaches in education. The basis of any program designed to reduce minority group and ethnic hostilities is the dissolution of barriers which prevent contacts between members of various ethnic and racial groups. It is incumbent upon educational units to reduce group hostility by working for and supporting educational opportunities which afford optimum conditions for student interaction in groups and on an individual basis.

Physical proximity is a necessary condition for the reduction of prejudice. However, it can only be considered one step in the process of reducing prejudice. School desegregation must be viewed as essential to developing positive attitudes between members of racial groups.

Formal programs of intergroup education provide a vehicle for individuals to develop attitudes about members of cultural and ethnic groups. Movies, plays, novels, and textbooks permit students to obtain information, to have vicarious experiences, and to identify with members of minority groups. Information about minority groups may modify many misconceptions which individuals have about minorities. However, the acquisition of facts and information about minority groups does not promote intergroup education.

The purpose of acquiring information about groups and the manner in which it is acquired will determine the effectiveness of educational programs in changing attitudes. Educational programs which allow members of bi-racial or multi-ethnic groups to engage in community study-action activities involving field trips, area surveys, work experiences in social agencies, and community programs provide opportunities for the development of positive attitudes and the reduction of group hostilities. These approaches contain the key elements of physical proximity, equal status participation, and the pursuit of common goals. Information regarding minority groups and the consequences of prejudice gathered through community study and action activities can reduce prejudice.

Attitude change may also be effected through participation in small groups. Discussion, socio-drama, and role playing permit group members to gain insights into the dynamics of prejudice and empathy for the victims of prejudice. Participation assumes that members of such groups have personality structures which are amenable to positive change and that they have made preliminary commitments to change.

Any effective improvement in cultural or ethnic relations depends upon school programs which focus on the development of positive attitudes rather than the remediation of negative attitudes. The heart of such a program is the concept of ethnic and cultural pluralism. This concept recognizes that differences must be accepted and recognized, not eliminated. A conscious attempt to homogenize cultures and people implies that people and cultures are not equal, but rather that a culture or value system of one person is superior to another. This latter type of thinking is neither positive nor acceptable.

It is imperative that the public educational system be recognized as the focus for changing attitudes. The public school offers the greatest opportunity for changing attitudes and is a positive intervening agent in the life of an individual. The public school with its commitment to the ideals of American democracy has an established historical and philosophical precedent for developing positive intergroup relations.

However, as Gordon Allport points out, the school can exert a negative as well as a positive influence on students' attitudes.

> The atmosphere that surrounds the child at school is exceedingly important. If segregation of the sexes or races prevails, if authoritarianism and hierarchy dominate the system, the child cannot help but learn that power and status are the dominant factors in human relationships. If on the other hand, the school system is democratic, if the teacher and child are respected units, the lesson of respect for the person will easily register.

Proceeding logically from this foundation, pupils in Maryland schools should, thereby, acquire a better understanding of their national heritage. Teachers should then be able to develop a more enlightened understanding of the peoples of the world.

SECTION III

OBJECTIVES FOR INTERGROUP EDUCATION

As the position on intergroup education is translated into experience in the schools, it is helpful to pinpoint some overall objectives for the student as a result of the experience and some objectives to guide the teacher in making the experience possible for the students.

At every stage of the student's progress from kindergarten through the twelfth grade, the teacher needs to build into every class relationship the objectives for the teacher -- only thus can intergroup education result in the attitudes of acceptance and commitment that are desired for the student.

As the student grows up, he is able to attain more of the objectives, and at a more sophisticated level of understanding and commitment. The objectives for the student represent the final outcome for the responsible young adult of 13 years of intergroup education. Only as teachers at *every* level teach to achieve these objectives will the desired outcomes be assured.

OBJECTIVES FOR THE TEACHER

The teacher will be responsible for:

- Analyzing his biases and for taking the necessary steps to modify them.
- Creating a climate of acceptance and mutual respect which allows for free expression of ideas and feelings.
- Helping students to build positive attitudes toward themselves and others.
- Providing experiences that will help students develop a sensitivity to the needs and feelings of others.
- Creating a learning environment conducive to understanding and valuing all cultural groups.
- Providing a total teaching program based on the dignity and worth of the individual.
- Using procedures that are fair, just, and realistic in all group situations.
- Using a multi-dimensional approach to attitude change; for example: contact with various ethnic groups, literature, direct study, role playing, play therapy, audiovisual materials.
- Helping students to identify real power sources in their community and to develop skills which facilitate constructive social action related to intergroup problems.
- Utilizing the findings of recent research in intergroup education and experimenting with new ways of building desirable attitudes.
- Demonstrating a commitment to a society in which the economic, political, and social rights of individuals and groups are free from exploitation by power groups.

OBJECTIVES FOR THE STUDENT

The student will:

- Respect himself and every human being as an individual of equal worth.
- Evaluate the effects of his personal behavior in terms of its impact on the human rights of others.
- Express ideas and opinions which are free from labels and stereotypes.
- Use information to identify continuing problems of human relations in a pluralistic society.
- Seek possible solutions to persistent human rights problems and make responsible decisions concerning them.
- Become directly involved in the prevention and remediation of problems dealing with the equal rights of individuals: education, employment, housing, public accommodations, and equal protection under the law.
- Support constructive social change and accept majority decisions, while respecting the rights of minorities.
- Accept every person on the basis of his individual worth, rather than his race, religion, nationality, or socio-economic status.
- Accept the fact that individuals and groups have the right to differ from one another and that differences do not denote inferiority or superiority.
- Develop a sensitivity to the needs, emotions, and problems of all people.

In teaching toward these objectives, it is essential that teachers keep in mind the themes that should the intergroup experience.

SECTION IV

RECURRING THEMES IN INTERGROUP EDUCATION

In the experience of human beings, we have advanced from isolation to pluralism. In the past, many people lived in isolated groups and considered people of other groups as less human than themselves. There are many examples from history of the refusal to treat members of out-groups with the same consideration as members of the in-group.

But all human beings, of whatever race, religion, language, or nation, share the same human needs and aspirations. These needs and hopes are met in different ways in different cultures. Each culture has its own set of patterns for life and must be recognized as a system valued in its own right.

In the United States there are many ethnic groups, the result of different cultural and racial heritages. Every person in this country belongs to an ethnic group, and our many cultural heritages enrich our pluralistic society. Within our democratic system, instead of a monocultural society, we can achieve UNITY THROUGH DIVERSITY.

Below are presented the four major recurring themes with supporting statements which should pervade intergroup education in every classroom from kindergarten through senior high school:

I. FOUNDATION FOR EQUALITY: EQUAL WORTH OF EVERY PERSON

A. Every person needs to have a positive self-image.

B. Every person should be respected equally as unique, having values and goals that are his own.

C. Every person wants to be seen as an individual, not as representative of a type.

Even though we need to study cultural differences and become aware of cultural sensitivities, we must treat each person as an individual.

D. Every human being has the same basic needs. The basic needs are:

The need for physical health and comfort;
The need for security and safety;
The need for a feeling of belonging, for love;

The need for accomplishment, for using abilities to achieve goals;
The need for recognition and esteem, for a sense of adequacy and self-respect.

II. ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

A. An ethnic group is a group of people who differ from other groups of people in the United States in race, religion, or cultural background. Every person in this country is a member of an ethnic group.

Ethnic groups in America include: American Indians of many different heritages; blacks, racially of African heritage; Europeans of Catholic, Protestant, and Jewish heritage; Spanish-Americans from many countries in Central and South America; and Orientals from many Eastern countries.

B. The cultural background of a group of people is the totality of the learned attitudes and activities that the people in the group share.

Each culture has its own system of values as well as of behavior patterns.

C. The cultural background of each ethnic group must be studied in depth in order to be understood.

The history of each racial and cultural group must be studied thoroughly.

The aim is to understand the heritage of each ethnic group without judging it by the values of another group.

D. For each person within an ethnic group, his cultural background is what he knows best.

Students need to know and affirm their own cultural heritage without feeling that they must impose their cultural values on other people.

E. We are enriched by understanding cultural backgrounds other than our own.

Students need to be aware of the sensibilities of other people in ethnic groups and catch the excitement found in exploring the different life-ways of other people.

F. Linguistic differences need not be barriers to understanding.

Students should be encouraged to learn the standard English of their geographical region while retaining their home dialect. No dialect should be disparaged -- it is an advantage to be bi-dialectual.

Non-English-speaking students who speak other languages should be encouraged to become fully bilingual in English and their own language without disparagement of their foreign accent.

G. Cultural differences are reflected in non-verbal patterns of behavior.

We need to be aware of the variations in gesture, posture, and gait of different cultural groups in order to further understand people of different ethnic backgrounds.

H. We have a "cultural mosaic" in the United States, not a "melting pot."

Rather than a remolding of all cultural groups after one Western European model, we have a multiplicity of cultural groups living side by side in a mosaic.

III. BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

A. Every person is prejudiced.

As teachers we need to become increasingly aware of our own prejudices, especially racial prejudices, and try to overcome them.

We need to help students at all levels to explore their own prejudices and seek the facts and attitudes that will destroy prejudice.

Disparaging labels applied to groups of people are symptoms of prejudice based on fear, not on facts.

Prejudice must be studied in historical perspective to see how it has developed and how it has been used for economic advantage.

B. Prejudice exists not only between groups of different races, religions, and national origins, but also between groups divided by geographic location, age, and socio-economic status.

We need to recognize that prejudiced atttiudes poison relations between whites and blacks, rural and urban dwellers, older people and younger people, and between people of higher and lower socio-economic positions.

C. Institutionalized prejudice can be even more insidious and damaging than personal prejudice.

When by law or by common agreement groups of people because of race, religion, or national origin are exploited, institutionalized prejudice is operating.

Teachers need to help students see that in jobs, housing, clubs, schooling, and voting, blacks and other groups are not given free choices. And we need to show students how to work to eliminate discrimination.

D. Discrimination takes many forms.

From the reluctance to touch a child of another race, through segregating children in the classroom, to housing covenants that restrict free choice, and limitation of job opportunities, discrimination denies the basic human rights and needs of minority groups.

The teacher must be a model of fair behavior that reflects a positive attitude toward all groups and the commitment to eliminate discrimination. Thus he can help students to develop healthier attitudes and commitments to fairness.

E. Discrimination results in false myths and images.

The white who thinks of blacks as lazy, stupid, or irresponsible is basing his ideas on false myths rather than on the truth. Where whites see all blacks as appropriate only in menial jobs, and blacks see whites as racists, false images block the paths to realistic understanding and relationships.

Teachers must help students to recognize the words and phrases that represent labeling in terms of stereotypes, counter the false myths and images with facts, and encourage students to see all human beings as persons like themselves, unique while basically alike, and deeply hurt by stereotypes.

F. Hypersensitivity, a result of discrimination, makes understanding difficult.

Teachers must help students to realize that people who have been hurt by discrimination are hypersensitive in cross-ethnic situations. It will take a great deal of patience and understanding as well as good will to build relationships of trust and cooperation.

G. People laugh at what is strange to them because of embarrassment and fear.

The unfamiliar is embarrassing because it is confusing. The new engenders fear because it is unknown.

Students can be led to examine their reactions of laughter at the strange. The understanding teacher can help students to realize that what is strange for members of one cultural group is familiar for members of another. If students can "stand in the shoes" of people of various ethnic backgrounds, they are enriched personally and equipped to act to promote intergroup equality and cooperation.

IV. ACTION FOR EQUALITY: IDEALS AND REALITIES

A. Prejudice can be *un*learned; *un*prejudice can be taught.

All of the prejudiced attitudes, action, and epithets are *learned* responses, not instinctive or natural. Children do not naturally have prejudice, but can easily be taught prejudice.

Children can also be taught *un*prejudice, based on their natural sense of fairness and their awareness of their own feelings which can be extended to empathy for others.

B. Implementation of rights guaranteed by the Constitution is the ground for solutions.

The right of every person to be treated with justice and respect for his humanity must be recognized and practiced in the classroom.

Teachers can help students to understand the rights guaranteed by the Constitution and to explore the methods available in our democratic society for insuring that these rights are not denied to anyone.

C. Freedom and equality under law require responsibility and vigilance.

In the classroom students can practice the responsible attitudes and actions that make real freedom possible.

Teachers can help students to be aware of inequality in our society and to gain the skills they need to eradicate inequality in opportunities - economically and socially.

D. The Constitution provides for government by the consent of the governed who need to know the political skills for getting their needs met.

Since 18-year-olds now have the right to vote, it is imperative that in the public schools the issues of democracy, equality, and power be made clear, and the processes available by law for responsible pressures for change in humane directions be mastered.

E. The ideals of democracy include the solutions to intergroup problems and opportunities for constructive change.

Teachers can help students to see the gap between the ideals of our democracy and the realities of unequal distribution of power. They can guide students in discovering the means to direct change toward achievement of the ideals: the fulfillment of the American dream: freedom, justice, and equality for all.

The attitudes and approaches that are expressed in the themes must permeate the classroom and the extra-classroom experiences of every student. If the teacher treats *all* students as persons of worth, encouraging them to find and develop their talents and strengths in language, mathematics, social studies, science, physical education, arts, and crafts, the foundation is laid for equal valuing and opportunity for every individual.

In shops and gymasiums, as well as in classrooms and assemblies, the theme of the contributions of many ethnic groups and of individuals from these groups can be emphasized. Thus students learn to value the pluralism that America enjoys.

Again, in every classroom opportunities occur not only for using the learning experiences provided in the next sections, but also for bringing out an awareness of prejudice and discrimination and for exploring ways of combating prejudice and discrimination. As Dr. Jean Grambs points out in *Intergroup Education*, the teacher needs to be sensitive to the "teachable moments," which may occur at any time in any situation at every level, when attitude changes can be most effectively produced.

It is especially in social studies classrooms that the governmental processes for enhancing and protecting equality are studied. But in every classroom, the attitudes that lead to a commitment to full social equality must be fostered.

SECTION V

IMPLEMENTATION OF OBJECTIVES AND THEMES

Rights have life and meaning only in behavior. Strong support and defense of the American dream can lead society to survival and maturation in the changing world. Inner strength, born of a sense of personal worth and nourished by pride in ability and accomplishment can be the product of this support and defense.

Change has become essential for our survival as a democratic nation. The school has a vital role to assume in bringing about change. An atmosphere for learning devoid of prejudice and discrimination is imperative for positive change. A school or individual not adaptable to change is handicapped. The Educational Policies Commission states that the successful school can cope with this type of handicap on three fronts:

- Demonstration to students of a close relationship between school and life
- Inclusion of the remedial services necessary for progress
- Development of aspirations which constructively alter the course of young lives.[1]

School Programs

School programs that, through bias or ignorance, deny or diminish a student's opportunity for personal growth and worthy achievement have failed in their purpose. The school influence must:

- Help students to develop positive self-concepts
- Help students of minority groups to develop a positive group concept
- Help students to recognize and accept the benefits of cultural pluralism

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[1] Educational Policies Commission, Education and the Disadvantaged American, (Washington, D.C., National Education Association, 1962), pp. 15-16.

- Help students to develop skills in group and interpersonal relations
- Help students to be alert and sensitive to the pressing issues of today's society
- Help students to acquire the skills and understandings necessary for effective endeavor.

Four chief ways in which the school influence may be exercised to develop intergroup understandings are: through formal study, through informal guidance, through techniques and activities, and through school-community life.

Through Formal Study:

- Demonstrate and analyze the participation of all major ethnic, cultural, and economic groups in modifying the environment and in establishing codes of behavior
- Consider the contributions of individuals of varying backgrounds to past and present society
- Examine the artistic and literary expressions related to the experiences of various groups
- Examine the backgrounds and possible outcomes of current social issues.

As a result of this, students should be able to:

- Identify and describe the contribution of more than one ethnic or cultural group in discussing an event in history
- Identify and describe several different ethnic sources treating a common literary or artistic theme
- Identify and describe the contributions of *several* leading representatives of different ethnic groups.

Through Informal or Incidental Guidance:

School personnel must become involved in actions that allow them to develop positive attitudes in areas such as the following:

- Sensitivity to student needs, concerns, and aspirations
- Awareness of the burning issues of contemporary society
- Sensitivity to the implications and opportunities for positive learning provided by student responses

and actions

- Respect for and acceptance of individual differences of students and others
- Awareness of the influence of encouragement on the development of self
- Commitment to the concern for others as an example of student learning experiences
- Reservation of judgment about the motives and behavior of others
- Avoidance of arbitrary application of rules
- Recognition of bias in themselves and others.

Through Techniques and Activities:

School personnel must learn to employ techniques and activities which result in an atmosphere conducive to the following:

- Awareness of the conscious and unconscious causes of human behavior
- Reduction of stereotyped thinking
- Deeper regard for self and others
- Techniques of action and interaction that are problem solving.

As a result of this, students should be able to:

- Identify and order the probable motivating forces in a given human situation
- Make decisions in everyday life which are based on an evaluation and selection of possible effects
- Effectively use time in independent work situations
- Identify ways in which people differ and relate these to the ways in which people resolve their needs and reorder their feelings
- Seek help in clarifying their own problems.

Through School-Community Life:

The school is an institution of society. Life in the school should reflect practices that make for a good community. The classroom atmosphere should provide an opportunity for students to practice democratic interpersonal relationships and other social skills essential to good community life. There should be patterns of association among the students that provide for the following types of experiences:

- Opportunities for practicing fair play
- Opportunities for leadership and fellowship
- Developing pride and a sense of belonging to the group
- Opportunities for children of all groups to understand and appreciate one another as representative individuals
- Opportunities to develop a sense of adequacy by all students.

In order to achieve these objectives, the following suggestions will be helpful:

- Teachers should show courtesy toward the students
- Students should show courtesy toward each other
- Classes should develop behavior codes
- Students should keep records of their own progress
- Class-developed goals should be developed through teacher-student planning.

There should be:

- Person-to-person contact: Actual association and activity with others
- Community study and utilization for classroom projects
- Inter-school visits with different cultural groups
- Frank and open school discussion of school problems and successes.

Classroom activities could be:

- Role playing or socio-drama

- Viewing and discussing films
- Writing, witnessing, and performing in relevant dramatics
- Reading, writing, or discussing literature concerning intercultural relations
- Listening to or performing music from various cultures
- Participating in or observing dances and games of other countries.

Activities for outside the classroom could be:

- Beautifying the school environment
- Developing a school newspaper
- Organizing a school library shelf on intergroup relations
- Preparing a showcase display using objects that portray intergroup education
- Presenting fashion shows with an international motif
- Portraying folk dances of other lands and cultures
- Role playing by students.

A broad view of responsibility and citizenship can be experienced through school activities such as:

- Assembly programs
- Glee clubs and bands
- Safety patrol
- School newspaper
- Student council
- School canteen
- School store
- Service campaigns.

The measure of individual growth should be observed in student initiative to participate in community affairs such as:

- Recreation center activities
- Theatre groups
- Community concerns and shows
- Homemakers' clubs
- Community improvement clubs
- Baby sitting services
- Tutoring service
- Voter aid groups.
- Volunteer service programs in:
    - Hospitals
    - Headstart programs
    - Orphanages
    - Nursing homes.

New Perspectives in Intergroup Education

Level III

SECTION VI

Level III - Teaching Units for Middle School/Junior High

(Includes Supportive Learning
Activities and Selected Bibliography)

GENERAL INTRODUCTION TO TEACHING UNITS (K-12)

New Perspectives in Intergroup Education is presented in teaching units developed at four levels around four themes. Levels I and II appear in Volume I; Levels III and IV appear in Volume II.

The four themes provide the focus for the instructional objectives in each unit; the four levels provide the basis for the content, materials, types of learning activities, and assessment tasks. Each objective is followed by appropriate level content, learning activities, resource materials, and an assessment that will indicate mastery of the instructional objective by the learner.

Clearly, there will be some overlapping, but each objective relates directly to the theme and each component under an objective relates directly to that objective.

Level divisions move from the basic rudiments, Level I, of a theme to the more sophisticated and complicated elements in Level IV. Since teachers have a broad range of learners, the level divisions serve as a guide for the beginning of instruction. Assessment tasks will assist the teacher in determining the readiness of the learner for different levels. No one theme or level is mutually exclusive.

The theme and level divisions were designed to provide flexibility for the teacher in selecting appropriate level objectives for use with a selected group of learners.

Appropriateness was the single most important criterion on which the teaching units were designed. All elements of each unit were carefully screened and piloted to assure their appropriateness for each level.

Although the teaching units represent classroom piloted activities designed with carefully selected, available materials, new materials are continually being produced and published. Teachers should review new materials as they relate to a given instructional objective.

Teachers should compare their needs with the instructional objective and its content. The units are compatible with a broad range of subject matter areas. In fact, teachers in every discipline will find content which can be integrated into their ongoing classroom curriculum.

For example, if an elementary music lesson is primarily dealing with rhythm, the teacher can include ethnic dances to expand the perspective of the lesson. A biology lesson can have the added dimension of helping the learner accept every person as a human being and gain a positive self-image. The contributions of different ethnic groups to the development of mathematics add dimension to the study of that discipline.

Teachers should first select appropriate instructional objectives to which they can adapt the resources and learning activities. Next, they should select appropriate content, and, if necessary, modify the learning activities to reflect their needs.

Hopefully, these units will provide the beginnings for New Perspectives in Intergroup Education.

RATIONALE FOR MIDDLE SCHOOL/JUNIOR HIGH UNITS

Considering the realities of a pluralistic society, today's children must be educated to recognize the complex patterns of diversity existent in our land. The understanding that every American is a member of an ethnic group shifts the emphasis from a study of "them" to a study of "us." Successful interpersonal relationships effectively bridge the gap between self and others. Activities at this level are centered on student involvement, rather than on teacher direction. An interdisciplinary approach utilizing a variety of strategies is interwoven into the four themes which are:

Theme I: Foundations for Equality: Equal Worth of Every Person
Theme II: Alliance for Equality: Equal Worth of Every Ethnic Group
Theme III: Barriers to Equality: Prejudice and Discrimination
Theme IV: Action for Equality: Ideals and Realities

Through an examination of primary and secondary needs, Theme I establishes the commonality and yet the uniqueness of all men. An examination of stereotyping illustrates the dehumanizing effects that result from the inaccurate assessment of the distinctive characteristics of various peoples. Theme II identifies the distinctive qualities of various ethnic groups by examining their impact upon the American culture. The causes, degrees, and manifestations of prejudice are examined in Theme III. The learner is asked to explore his personal prejudices and the perpetuation of those prejudices through institutions. In Theme IV, the learner is encouraged to develop specific strategies which foster equality.

Activities include a balance between the concrete and the abstract to meet the needs of learners at various intellectual levels. Conceptual development provides for beginning experiences in values clarification. Various opportunities are included for the development of peer relationships through social interaction. The challenge of a pluralistic society demands an increasing awareness of the complex nature of the learner and his ability to integrate the reality of his ethnicity into effective action for equality.

TEACHING UNITS FOR FOUR THEMES

LEVEL III -- THEME I: FOUNDATIONS FOR EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 1: Given a variety of human needs, the learner will be able to demonstrate that the fulfillment of primary and secondary needs is essential to physical and emotional well-being.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Every individual must satisfy certain needs in order to survive and maintain his well-being. I. Primary needs A. Food B. Clothing C. Shelter D. Air E. Water II. Secondary needs A. Love and affection B. Sense of belonging C. Identity D. Expression E. Success F. Stimulation from the environment	I,II. Select a series of pictures depicting primary and secondary needs. Show each picture and ask members of the class to identify the human need which is represented. Have the class determine which are primary and secondary needs by asking the following: 1. Which needs are essential to survival? 2. How do the needs which are essential to survival differ from the others?	Center for the Study of Instruction, Man as Individual. (The Sources of Identity Series) San Francisco: Harcourt Brace Javanovich, Inc., 1973. (L)*	Have the learners demonstrate the importance of primary and secondary needs by making a list of primary and secondary needs and ranking them in order of importance. Have each learner justify the order that he selects. Ask each learner to demonstrate the importance of primary and secondary needs by interpreting in writing the following quotation: "No man is an island, Entire of itself; Every man is a piece of the continent, A part of the main."

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*(L) - Learner

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Every individual must satisfy certain needs in order to survive and maintain his well-being. III. Fulfillment of primary and secondary needs	III,A,B. Select pictures depicting substandard and luxurious housing. Show the pictures and discuss the following: 1. What primary need is being fulfilled in both pictures? 2. What is different about the houses depicted? 3. Which house might also fulfill a secondary need? Why?	
A. Differences in fulfillment B. Conspicuous fulfillment of primary needs C. Results of unfulfillment	III,C. Divide the class into groups of ten. Cut out ten pieces of paper for each group. On one piece of paper from each group place an "X." Fold the papers; each person selects one piece. The person getting the "X" is the "murderer" who "kills" people by winking at them. The object of the game is to eliminate as many people as possible without being identified. A person who is "murdered" must wait a few seconds and then fall over "dead." He is then out of the game. If someone thinks he knows the "murderer," he can "accuse." A false accusation eliminates the accuser. Afterwards, discuss the game in light of the following:	Greer, Mary, and Rubinstein, Bonnie. Will the Real Teacher Please Stand Up? Pacific Palisades, California: Goodyear Publishing Co., 1972. (T)*
	1. How did you feel while you were playing the game? 2. Did you trust the other members of the group? Why? 3. Did you, in fact, feel like you belonged to a group? Why? 4. If this were a model of life, how would you react to other people? How would your emotional life be affected?	
	III,C. Have each learner read the following case study. The Case of Anna On February 6, 1938, the New York Times carried the story of a child aged five who had been kept in an attic room of a farmhouse in Pennsylvania for nearly (continued)	Young, Kimball, and Mack, Raymond W. Sociology and Social Life. New York: American Book Co., 1965. (T) (T)* - Teacher

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Every individual must satisfy certain needs in order to survive and maintain his well-being.	all of her life. The *Times* reported that "the child was wedged into a chair, which was tilted backwards to rest on a coal bucket, her spindly arms tied above her head. She was unable to talk or move.....her hands, arms, and legs were just bones, with skin drawn over them, so frail she couldn't use them. She never had enough nourishment. She never grew normally." Anna was the second illegitimate child born to a young woman in her twenties. Because her father had been so angry over this illegitimate child, Anna's mother kept her hidden in the attic room. Anna was fed entirely on a milk diet; she was not bathed, trained in any personal habits, caressed, or given any but the scantiest attention. Shortly after she was found, she was placed in a state home. When first brought to the home, she had been completely unresponsive...had lain limply on her back, immobile, expressionless, indifferent to everything. Her feet had fallen forward, making almost a straight line with her legs. She was believed to be deaf and possibly blind. After a week, she was able to sit up and to move her hands, arms, head, eyes, and mouth quite freely. She was not interested in toys or play. She did not smile except when coaxed and she did not cry. Gradually Anna improved. By the time she was six years, eight months old, she showed that she liked people by smiling, roughhousing, and pulling hair. At this home, however, Anna was left alone in a room and there was only one nurse to care for 325 children. When Anna was moved to a foster home, she became increasingly responsive; for this was the first time in her life that she was the object of one woman's constant attention. By the age of nine, Anna had learned to walk; was normal in hearing and vision; understood many verbal instructions; was able to climb stairs; and had reached the babbling stage in speech.	

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Every individual must satisfy certain needs in order to survive and maintain his well-being.	Two months before her death, at the age of ten, Anna could talk, mainly in phrases. She was tidy in her personal habits; walked and ran fairly well; and was described to be "good-natured." After reading the case study discuss the following: 1. What was Anna's condition when she was found? 2. What accounts for her lack of physical and emotional development? 3. How important is the fulfillment of primary and secondary needs to physical and emotional well-being?	

LEVEL III -- THEME I: FOUNDATION FOR EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 2: Given a variety of personal experiences, the learner will be able to identify those experiences that contribute to his self-image.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
An individual's experiences in learning to satisfy his needs helps to shape his identity. I. Influence of groups upon self-image A. Peer B. Adult C. School D. Community E. Other	I. Divide the class into two sections for a planned presentation of a topic of current interest. Treat one group in an especially pleasant manner and the other as outcasts. Devote considerable personal attention to the former group while you ignore and react negatively to the outcasts. Allow sufficient time within the period for a discussion of the following: 1. Did anything bother you about my behavior today? 2. How did you feel about the way you were treated? 3. If this continued for an extended period of time, how would you begin to feel about me? About yourself? 4. Could you begin to believe that the other group was, in fact, inferior or superior? Why? 5. Could your feelings about yourself be affected by the way the other group was treated or acted toward you?	Man As Individual. (L)* The Eye of the Storm. ABC - News, 1970. (L)	Have each learner react to the following statements: "I am not what I think I am. I am not what you think I am. I am what I think you think I am." The learner must evaluate each of the above statements by identifying those personal experiences which contribute to his self-image.
II. Influence of individual experiences upon self-image A. Security B. Love C. Identity D. Achievement E. Worth F. Acceptance G. Aspirations	II. Have the class bring in magazines for the purpose of constructing a collage centered around the theme "Who Am I?" Consider such factors as: interests, experiences, aspirations, and goals. Divide the class into groups of five so that each learner can explain "Who Am I?" to his group as pictured in his collage.		

*(L) - Learner

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
An individual's experiences in learning to satisfy his needs helps to shape his identity. H. Interests	II,IV. Have the class read Youth and the Law, pp. 34-35 or Nigger: An Autobiography, pp. 43-46. As an alternative, the teacher or a learner may tape the selection. Discuss the following: 1. What was the effect of the incident on Dick Gregory's self-image? 2. Did the incident affect his view of school? 3. Suppose Dick Gregory did not feel school was an important part of his world. Would this incident still affect his self-image? Give reasons to support your answer.	Bassiouni, M. Cherif, and Shiel, Thecla. Youth and the Law. (Justice in Urban American Series). Boston: Houghton Mifflin Co., 1970. (L) Gregory, Dick, with Robert Lyssyte. Nigger: An Autobiography. New York: E.P.Dutton and Co., Inc., 1964. (L)
III. Conceptual development of the word self-image A. Picture B. Self-picture C. Self-image IV. Perception of the world as influenced by self-image A. Internal perceptions B. External perceptions	III. Write the word "image" on the chalkboard. Ask the class for synonyms for the word "image." Place the word "self" in front of the word "image" and ask the class to give the new meaning which is derived from the addition of the word "self." Relate this understanding to the two previous activities by asking the following: 1. How is your particular self-image portrayed in your collage? 2. How is self-image affected by the actions of others?	Banks, James A., ed. Teaching Ethnic Studies: Concepts and Strategies. Washington, D.C.: National Council for the Social Studies, 1973. (T)*
V. Types of self-image A. Real self-image B. Social self-image C. Ideal self-image	TEACHER: V. Introduce the types of self-image. 1. Real self-image - the image of myself as I really am, formed by strengths and weaknesses I believe I really have. 2. Social self-image - the image of myself I think others have of me, formed by their reactions to me as I interpret them. 3. Ideal self-image - the image of myself as I would like to become, formed by parents, teachers, leaders, heroes, and peer group.	Equality. Simulation. $10.00. 1971. Producer: John Wesley. Distributor: Interact Company, Box 262, Lakeside, California 92040. (L)

(continued)

*(T) - Teacher

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
An individual's experiences in learning to satisfy his needs help to shape his identity.	Read the following statements to the class and ask the learners to identify the type of self-image reflected in each statement. 1. I hope to become another Hank Aaron. 2. I'm not very popular. I think it must be my freckles. 3. I am black and proud. Ask the class to identify any of the types of self-image that have already been discussed in previous activities. V. Prepare a transparency of the following situation and ask: 1. How are the three types of self-image reflected in the situation? The Puerto Rican family living in Riverside is insulted when it tries to move into a home in Tranquility which has been advertised "For Sale." The Tranquility family says, "Oh, we decided not to sell after all." The father goes out and removes the "For Sale" sign from the front yard. Ten minutes after the Puerto Rican family leaves, they drive back by the house. The sign is back in the yard. V. Divide the class into groups. Have each group prepare a skit demonstrating their understanding of the three types of self-image. Each group may be asked to develop one or more of the three types in their skits.	

LEVEL III -- THEME I: FOUNDATION FOR EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 3: Given the social characteristics of people of various ages, the learner will be able to identify the unique and distinctive qualities of people.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
People of various ages have qualities which are unique and distinctive. I. Childhood A. Discovery B. Wonder C. Dependence D. Enthusiasm E. Development of interests II. Adolescence A. Decision-making B. Development of independence C. Diversification of interests D. Awareness of cultural heritage	I,II. Design a bulletin board entitled, "Who's Who" or "Match Up" by asking members of the class to bring in a baby picture and a recent photograph depicting the learner involved in some activity. Instruct the learners to write their names on the back of the photographs. Assign a number to each baby picture and a letter to each recent photograph. Randomly place the baby pictures in one column and the more recent photographs in another. Be certain to reserve a third column for later use. Have the class match the numbered photographs with the lettered photographs on a piece of paper. Ask several learners for their match for each photograph. Have the actual learner pictured move his recent photograph next to his baby picture. Discuss the following: 1. How much similarity is there among the pictures in column A? Why? 2. How much similarity is there among the pictures in column B? Why? 3. Why are the baby pictures more similar than the recent pictures? 4. How is the uniqueness of each individual demonstrated by the recent picture? 5. What are some interests of individual members of this class?		I,II,III. The learner will be able to identify the unique and distinctive qualities of all people by assuming one of these roles - child, teenager, or adult - in the following situation: "Where to go on the family vacation." Make tagboard identification badges for each of the three roles portrayed. Have the two role-playing teams of three each leave the room. Have one team role-play the situation while the other team is out of the room. Have the second team perform the same situation. Have the class assess each role-playing situation using the following criteria: 1. Were the actions of the participants appropriate for the role?

(continued)

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CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
People of various ages have qualities which are unique and distinctive.	II. Have the learners bring photographs taken during the unit to place in the third column of the bulletin board. The teacher may wish to consider a "camera day" in class during which time these pictures could be taken. II. Prepare and distribute the following interview guide to the class: *Interview Guide* 1. Place of birth 2. Date of birth 3. Zodiac sign 4. Favorite musical group 5. Favorite TV show 6. Favorite food 7. Rank the following according to your own preferences. Use the following scale: 3 - Dig it 2 - O.K. 1 - Once in awhile 0 - No way Sports__________(name one) Reading Letter writing Collecting__________(name one) Photography Sewing Cooking Cycling Games__________(name one) Others__________(be specific) Pair the members of the class and have them interview each other. Close friends should not be paired. Have each student introduce (continued)		2. What did the different interpretations of the same role indicate about the uniqueness of individuals of the same group? 3. Are the portrayals realistic? Give reasons to support your assessment.

CONTENT

People of various ages have qualities which are unique and distinctive.

III. Adulthood
  - A. Independence
  - B. Responsibility
  - C. Initiative
  - D. Awareness of cultural heritage

LEARNING ACTIVITIES

the person he interviewed by telling what he considered the most interesting aspect of the interview. Following the introductions, informally discuss how the photographs and interviews demonstrate unique and different qualities.

TEACHER:
II,III. Consider the following steps for successful role-playing:
1. Modify the role-playing situation according to the make-up of the class.
2. Explain the general situation and the characters involved.
3. Explain both participant and audience roles.
4. Engage in actual role-playing.
5. Discuss the role-play.
6. Re-enact the situation.
7. Evaluate the procedure.

Have members of the class develop situations between adolescents and adults utilizing the following role-playing suggestions. In the reenactment, have the learners choose an alternative solution to the situation.
1. The son of a policeman asks his father if he can stay out until two o'clock to attend a party.
2. A sixteen-year old daughter tries to talk her parents into allowing her to work in Ocean City for the summer.
3. A ninth grade boy expresses his desire to smoke marijuana to his parents.
4. A young girl asks her father for an increase in her allowance.
5. A boy asks his father for a mini-bike.
6. A girl asks her mother if she can play with a child of another race.

(continued)

MATERIALS/RESOURCES

Social Studies Strategies. Activities file box. $5.95. 1972. Producer: Educational Insights, Inc., 211 S. Hindry Avenue, Inglewood, California 90301. (T)*

*(T) - Teacher

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
People of various ages have qualities which are unique and distinctive.	Following each role-playing situation, explore the following: 1. Identify the problem. 2. Identify the way in which each character reacted to the original and to the re-enactment of the role-play. 3. What might this indicate about the individual? 4. Is this true of all people of this age group? If not, why?	

LEVEL III -- THEME I: FOUNDATION FOR EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 4: Given a series of experiences, the learner will be able to demonstrate that stereotyping is a convenient but inaccurate and often dehumanizing way in which to deal with our interpersonal relationships.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Stereotyping is an inaccurate and dehumanizing way to form judgments of others. I. Stereotyping by epithets A. Racial slurs B. Cultural epithets	I. List the following stereotypes on the chalkboard: 1. Stingy Scotsman 2. Dumb Polack 3. Rich Jew 4. Lazy nigger 5. Greasy wop 6. Dirty spic 7. Dirty redneck Have the class discuss the accuracy of the epithets. Introduce the term "stereotype" and ask how the above terms are examples of stereotyping.	Black History: Lost, Stolen, or Strayed? CBS News, 1968. (L)*	Prepare an "Ethnic Groups Aren't Perfect" ditto for each learner to demonstrate the inaccurate and dehumanizing effects of stereotyping. Have each learner complete the ditto and analyze the accuracy of each statement. (See attached sample at the conclusion of Theme I, Instructional Objective IV)
II. Examining ethnic contributions A. Jews 1. Science 2. Entertainment 3. Politics 4. Music 5. Sports B. Blacks 1. Literature 2. Education 3. Politics 4. Law 5. Sports	II. Assign one of the following people to each learner: *Jews* 1. Albert Einstein 2. Groucho Marx 3. Henry Kissinger 4. Irving Berlin 5. Sandy Koufax *Blacks* 1. Langston Hughes 2. Benjamin Quarles 3. Shirley Chisholm 4. Thurgood Marshall 5. Hank Aaron	Larsen, Ronald J. The Puerto Ricans in America. (The In America Series). Minneapolis, Minnesota: Lerner Publications Co., 1973. (L) Johnson, James E. The Scots and Scotch-Irish in America. (The In America Series). Minneapolis, Minnesota: Lerner Publications Co., 1966. (L)	

(continued)

*(L) - Learner

CONTENT

Stereotyping is an inaccurate and dehumanizing way to form judgments of others.

C. Poles
   1. Military
   2. Sculpture
   3. Politics
   4. Music
   5. Sports

D. Scots
   1. Business
   2. Military
   3. Science
   4. Politics

E. Puerto Ricans
   1. Entertainment
   2. Music
   3. Politics
   4. Sports

F. Mexican Americans
   1. Entertainment
   2. Labor
   3. Politics
   4. Sports

G. Orientals
   1. Science
   2. Education
   3. Politics
   4. Music
   5. Architecture

LEARNING ACTIVITIES

Poles
1. Casimir Pulaski
2. Korczak Ziolkowski
3. Edmund Muskie
4. Artur Rubinstein
5. Leopold Stokowski
6. Stan Musial

Scots
1. Andrew Carnegie
2. Douglas MacArthur
3. Robert Fulton
4. Lyndon Johnson
5. George McGovern

Puerto Ricans
1. Jose Ferre
2. Jose Feliciano
3. Pablo Casals
4. Roberto Garcia
5. Roberto Clemente

Mexican Americans
1. Vikki Carr
2. Ricardo Montalban
3. César Chávez
4. Joseph Montoya
5. Lee Trevino

Orientals
1. Dr. Taung Doo Lee
2. S. I. Hayakawa
3. Daniel Inouye
4. Serjii Ozawa
5. I. M. Pei

MATERIALS/RESOURCES

Butwin, Frances. The Jews in America. (The In America Series). Minneapolis, Minnesota: Lerner Publications Co., 1969. (L)

Wytrwal, Joseph. The Poles in America. (The In America Series). Minneapolis, Minnesota: Lerner Publications Co., 1969. (L)

Finkelstein, Milton, et. al. Minorities U.S.A. New York: Globe Book Co., Inc., 1971. (L)

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Stereotyping is an inaccurate and dehumanizing way to form judgments of others. H. American Indians 1. Entertainment 2. Military 3. Art 4. Literature 5. Education	*American Indians* 1. Buffy St. Marie 2. Ira Hamilton Hayes 3. Ma-Pe-Wi 4. Vine DeLoria, Jr. 5. Helen L. Peterson Have each learner research the background of the person assigned to him for the purpose of demonstrating the inaccuracies of stereotypes. Report the findings to the class in an interesting way.	Sterling, Matthew, ed. Indians of the Americas. (The National Geographic Story of Man Library). Washington, D.C.: National Geographic Society, 1955. (L) Gridley, Marion. Contemporary American Indian Leaders. New York: Dodd, Mead and Co., 1972. (L)
III. Dehumanizing effects of stereotyping A. Isolation B. Aggression C. Frustration D. Inferiority	III. Have each learner pretend that he is the lawyer in the following situation: John Jefferson, a young black lawyer, has an appointment with the governor to discuss his candidacy for Lt. Governor in the fall election. Desiring to look his best, he stops at a barber shop on his way to the state house. He is refused a hair-cut by a barber who says, "Sorry, we don't cut black people's hair." As he is leaving, he overhears the barber say to another customer, "You know they all have dirty hair." Have each learner respond immediately to this situation by listing words that express his feelings about the situation. The teacher should be aware of the hesitancy of many learners to think about their feelings and should encourage them to do so. Direct the learners to express these feelings creatively by: 1. Writing a poem 2. Drawing a picture 3. Creating a dance 4. Utilizing body language 5. Creating a dialogue Have each learner present his creation to the class and explain how it illustrates his feelings about the situation.	

ASSESSMENT TASK

Ethnic Groups Aren't Perfect

	Strongly Agree	Agree	Disagree	Strongly Disagree	
1. Most blacks have great athletic ability. a good sense of rhythm, and wear flashy clothes.					
2. Orientals (Chinese, Japanese) are very sly and untrustworthy people.					
3. Many Polish people aren't very bright.					
4. If a person speaks Spanish and carries a knife, you can surely bet that he is a Puerto Rican.					
5. Many of the Indians have problems mainly because they are uncivilized.					
6. Jewish people are frequently noted for their wealth, loud talking, and expensive cars.					
7. Most Italian people belong to the Mafia.					
8.. German people love to eat sauerkraut and drink beer.					
9. Irish people are often alcholics.					
10. The English people are remembered for their stern look and lack of a sense of humor.					

LL III -- THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 1: Given a variety of ethnic groups, the learner will be able to identify the ethnic composition of the United States and conclude that each person is a member of an ethnic group.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Every American is a member of an ethnic group. I. Definition of ethnic groups A. Kinship B. Origin II. Characteristics of ethnic groups	I,II. Place the following questions on the chalkboard: 1. What is an ethnic group? 2. How is an ethnic group distinguished from race and nationality? 3. What characteristics identify ethnic groups? View the filmstrip "What Is An Ethnic Group?" Ethnic Studies, frames one to sixty; beginning with the title frame and ending with the frame picturing a man wearing a Scottish kilt. Discuss the above questions.	"What Is An Ethnic Group?" Ethnic Studies: The Peoples of America. Filmstrip/cassette. $62.00. Producer: Educational Design, Inc., 47 West 13th Street, New York, New York 10011. (L)*	Have each learner identify the ethnic composition of the United States and conclude that each person is a member of an ethnic group by reading excerpts from the "Ballad for Americans" by John Latouch and Earl Robinson. Answer in writing the following questions: 1. What does "America" mean when he sings, "I'm just an Irish, Negro, Jewish, Italian, Czech, and double Czech American?" 2. What does this song suggest about our country?
A. Neighborhood B. Language C. Clothing D. Holidays E. Festivals	TEACHER: I,II. Introduce and explain the following as an alternative to the preceding activity: 1. Ethnic group 2. Ethnicity distinguished from race and nationality 3. Characteristics that identify an ethnic group		
F. Religion G. Education H. Arts I. Crafts J. Music	I,II. Have each learner make a picture book entitled, "What Is An Ethnic Group?" Pictures selected should illustrate the characteristics of ethnic groups. Upon completion of the activity, have the learners pair off and explain their books.		As an alternative for the above Assessment Task, have each learner identify the ethnic composition of the United States and conclude that each person is a member of an ethnic group by writing a song, a poem, or a composition
	(continued)	*(L) - Learner	(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Every American is a member of an ethnic group. K. Dance L. Food M. Marriage N. Occupation O. Sports P. Politics III. Theories of cultural adaptation A. Melting pot B. Cultural pluralism	Prepare a transparency of "Cultural Adaptation" found on the following page. Have the class interpret the visual in light of the following questions: 1. What is the purpose of a melting pot? 2. Some people suggest that the United States is a melting pot. What do you suppose they mean by this statement? 3. If you believe that the United States is a melting pot, what happens to ethnic groups in the United States? 4. What are the different sections in an orchestra? 5. Why are there many different instruments in an orchestra? 6. What is the purpose of having many different instruments playing together? 7. Some people suggest the United States is like an orchestra. What do you suppose they mean? Introduce the concept of cultural pluralism as illustrated by the orchestra and then discuss the difference between the two views.		which describes the title, "America: An Ethnic Mosaic." Include ethnic groups from as many regions of the United States as possible. When the writing activity is completed, have the learners explain the reasons for their choice of a particular group and the significance of the contribution to the American nation.
	III,B. Have each learner read "America as an Orchestra." Many Peoples, One Nation, pp. 15-17, and discuss the following: 1. You have probably attended band or orchestra concerts and heard what Kallen describes. Do you think that society is, can be, or should be like a symphony?	Rose, Peter I., ed. Many Peoples, One Nation. New York: Random House, Inc., 1973. (L)	

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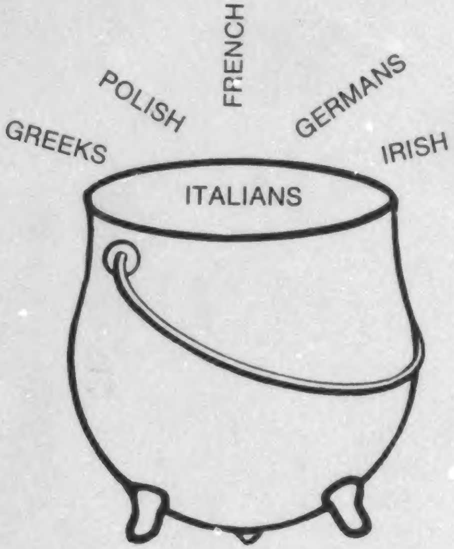
CULTURAL ADAPTATION


GREEKS
POLISH
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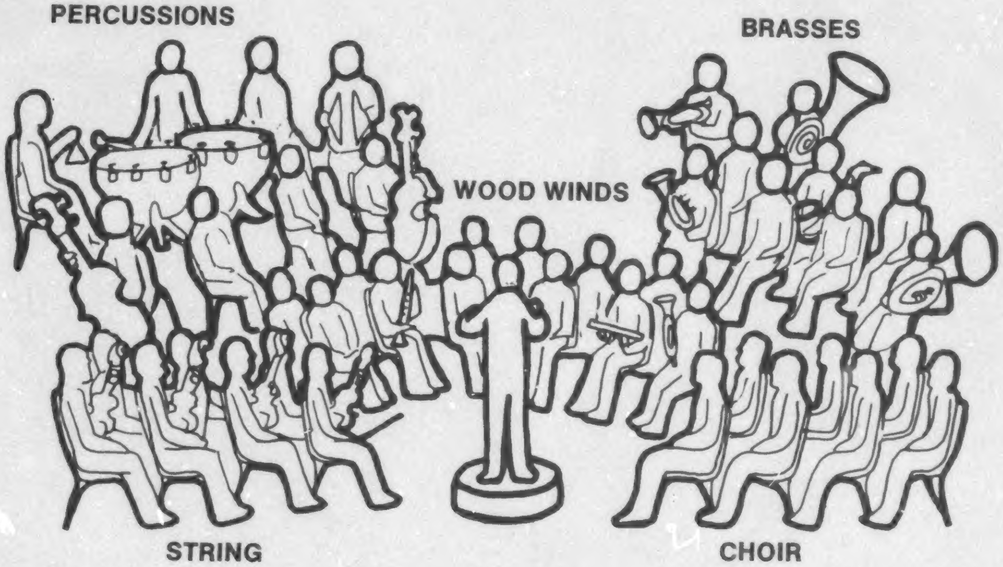
PERCUSSIONS
BRASSES
WOOD WINDS
STRING
CHOIR

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Every American is a member of an ethnic group.	2. What does Kallen mean by "a democracy of nationalities?"	
	III. Have the learners read the section entitled "The Melting Pot," Minorities U.S.A., pp. 299-300, as an alternative to the preceding activity. Have the class determine whether the concept of "America as an Orchestra" is supported by this reading.	Finkelstein, Milton; Sandifer, Jawn A.; and Wright, Elfreda S. Minorities U.S.A. New York: Globe Book Co., Inc., 1971. (L)
IV. Ethnic groups in the United States A. Blacks	IV. Introduce the term "native American" to the class. Ask the members of the class if any of them are native Americans. (North American Indians are the only true native Americans.)	
B. Chicanos C. Jews D. Puerto Ricans E. Slavs F. Irish G. Italians H. Scandanavians	IV. Have each learner ask his parents to identify his ethnic heritage. Instruct the class members to sign their ethnic heritage on the chalkboard or on a prepared bulletin board sometime during the next several days. For example: 1. Black 2. Afro American 3. Irish German 4. Polish 5. Mexican American 6. English-Scotch-Spanish	
I. Chinese J. Greeks K. Canadians L. Japanese M. Spanish N. French	Utilizing the sign-in board, tally the ethnic composition of the class, and then discuss the following: 1. How many ethnic groups are represented in the class? 2. How many members of the class are products of a mixed cultural heritage? 3. Are there ethnic groups which are not represented by class members? Can you identify several other groups?	

(continued)

CONTENT

Every American is a member of an ethnic group.

O. Latin Americans

P. American Indians

Q. Indians

R. Pakistanis

S. Amish

T. Scots

U. Lithuanians

V. Filipinos

W. Koreans

X. Germans

Y. Others

LEARNING ACTIVITIES

4. Why can we say that every person is a member of an ethnic group?
5. How is the concept "cultural pluralism" illustrated by our sign-in board?
6. Is there any evidence to support the melting pot theory?

IV. Utilize the following chart or contact your local subdivision to obtain statistical information on the ethnic composition of your subdivision.

FOREIGN STOCK AMERICANS AND BLACK AMERICANS RESIDENT IN THE BALTIMORE METROPOLITAN AREA IN 1970

	Total Resident in Baltimore Metropolitan Area
United Kingdom	18,004
Ireland	8,921
Sweden	1,806
Germany	36,651
Poland	27,608
Czechoslovakia	6,912
Austria	7,201
Hungary	3,867
U.S.S.R.	26,797
Italy	29,144
Canada	9,090
Mexico	772
Cuba	1,155
Other American	6,457
Spanish Language/Surname	30,184
Puerto Rican	2,464
Black Americans	489,621
All other/not reported	49,946
Total Foreign Stock/Black Americans	723,952
Total All Persons	2,070,668

Source: CENSUS TRACTS, Baltimore, Maryland, SMSA, 1970, pp. 43, 44, 169, 170.

MATERIALS/RESOURCES

LEVEL III -- THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 2: Given a variety of ethnic value systems, the learner will be able to compare and contrast the worth of his own value system with those of others without concluding that any value system should be imposed on others.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Individuals need to know and affirm their own cultural heritage without feeling that they must impose their cultural values on other people. I. Value preference A. Choices of individuals B. Choices shared by a group II. Value clarification A. Statement of the issue B. Definition of alternatives C. Defense of value positions D. Explanation of consequences	I. Tell the learners about a magic box which is very special and is capable of making itself very small or very large. It can contain anything. Have each learner respond in writing to the following: Suppose you go home today and find a magic box waiting for you to open. What would be in it? The box can contain many things, physical objects as well as feelings, hopes, and dreams. Have each learner rank the contents of his magic box on a piece of paper; have him rank his choices according to the things he wants the most. Pass a decorated box around the room and have each learner place his list in the box. Randomly select several lists from the box and have them copied onto the chalkboard. Discuss the following: 1. Why are the choices different? 2. Why are some choices the same but ranked differently? II. Divide the class into groups of six or seven. Explain the following situation to them:	Simon, Sidney B.; Howe, Leland W.; and Kirschenboum, Howard. Values Clarification, A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Co., Inc., 1972. (T)*	Have the learner compare and contrast the worth of his own value system with those of others by responding in writing to the following: 1. Do you think Indians should have been placed on reservations? 2. Do you think Amish children should be forced to attend public schools? 3. Do you think everyone should be forced to say the pledge of allegiance? In evaluating each response, note the absence of ethnocentric attitudes.

(continued)

*(T) - Teacher

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Individuals need to know and affirm their own cultural heritage without feeling that they must impose their cultural values on other people.	"Your group are members of a department in Washington, D.C., that is in charge of experimental outposts in the far outposts of civilization. Suddenly World War III breaks out and bombs begin dropping. Places all across the globe are being destroyed. People are heading for whatever fall-out shelters are available. You receive a desperate call from one of your experimental stations, asking for help." "It seems there are ten people but there is only space, air, food, and water in their fall-out shelter for six people for a period of three months - which is how long they estimate they can safely stay down there. They realize that if they have to decide among themselves which six should go into the shelter, they are likely to become irrational and begin fighting. So, they have decided to call your department, their superiors, and leave the decision to you. They will abide by your decision. Each of you has to get ready quickly to head down to your own fall-out shelter; you are to receive only superficial descriptions of the ten people. You have 15 minutes to make your decision. Then you will have to go to your own shelter." So, as a group you now have to decide which four of the ten people will have to be eliminated from the shelter. Before you begin you must make two important considerations: 1. It is not entirely impossible that the six people you choose might be the only six people left to start the human race over again.	

(continued)

CONTENT

Individuals need to know and affirm their own cultural heritage without feeling that they must impose their cultural values on other people.

LEARNING ACTIVITIES

2. Do not allow yourselves to be pressured from the others in your group. On the other hand, if you do not make a choice in 15 minutes, then you are, in fact, choosing to let the ten people fight it out among themselves, with the possibility that more than four might perish. Here is all you know about the ten people:

    1. Bookkeeper, thirty-one years old
    2. His wife, six months pregnant
    3. Black militant, second year medical student
    4. Famous historian-author, forty-two years old
    5. Hollywood starlette, singer, and dancer
    6. Bio-chemist
    7. Robbie, fifty-four years old
    8. Olympic athlete, all sports
    9. College coed
    10. Policeman with gun (they cannot be separated)."

Following the activity, have each group present and explain their selections and then discuss the following:

1. Was it difficult to make your decision? Why?
2. Why did various members of the group initially choose different people?
3. Should people compromise their own values? Are there times when a compromise of values is essential? Are there times when values should not be compromised?
4. Did anyone in your group attempt to impose his values on the entire group?
5. Is it ever appropriate for one person to impose his values on others? Explain with examples.
6. What do your selections say to you about your values?

MATERIALS/RESOURCES

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Individuals need to know and affirm their own cultural heritage without feeling that they must impose their cultural values on other people.	III. Prepare a ditto or make a tape of the "Magical Practices Among the Nacirema."	Goldschmidt, Walter. Exploring The Ways of Mankind. New York: Holt, Rinehart, and Winston, 1960. (T)
III. Ethnocentric attitudes A. Aspects of ethnocentrism B. Effects of ethnocentrism	Magical Practices Among the Nacirema Professor Ralph Linton first brought the ritual of the Nacirema to the attention of anthropologists 20 years ago, but the culture of this people is still very poorly understood. They are a North American group living in the territory between the Canadian Cree, the Yaqui and Tarahumare of Mexico, and the Carib and Arawak of the Antilles. Little is known of their origin, although tradition states that they came from the East. According to Nacirema mythology, their nation was originated by a culture here, Notgnihsaw, who is known for a great feat of strength -- the throwing of a piece of wampum across a river. Nacirema culture is characterized by a highly developed market economy which has resulted in a rich natural habitat. While much of the people's time is devoted to economic pursuits, a large part of the fruits of these labors and a considerable portion of the day are spent in ritual activity. The fundamental belief underlying the whole system appears to be that the human body is ugly and that its natural tendency is to disease. Man's only hope to avoid these characteristics is through ritual and ceremony. Every household has one or more shrines devoted to this purpose. The more powerful individuals in the society have several shrines in their houses and, in fact, wealth is often measured by the number of such ritual centers in a house. The focal point of the shrine is a box or chest which is built into the wall. In this chest are kept the many charms and magical potions without which the Nacirema believes he could not live. These preparations are secured from a variety of specialized (continued)	

Individuals need to know and affirm their own cultural heritage without feeling that they must impose their cultural values on other people.

practitioners. The most powerful of these are the medicine men, whose assistance must be rewarded with substantial gifts. However, the medicine men do not provide the potion for their clients but decide what the ingredients should be and then write them down in an ancient and secret language. This writing is only understood by the medicine men who, for another gift, provide the required charm.

The charm is not disposed of after it has served its purpose but is placed in the charm box of the household shrine. As these magical materials are specific for certain ills and the real or imagined illnesses of the natives are many, the charm box is usually full to overflowing. The magical packets are so many that people forget what their purposes were and fear to use them again. We can only assume that the idea in retaining all the old magical materials is that their presence in the charm box will in some way protect the worshipper.

Our brief review of the ritual life of the Nacirema has certainly shown them to be a magic-ridden people. It is hard to understand how they have managed to exist so long under the burdens which they have imposed upon themselves.

Have the learners read or listen to the selection and develop a list of words that describe the Nacirema way of life. Place these terms on the chalkboard and have the class consider other aspects of the culture by asking:
1. What kind of clothing might they wear?
2. What type of dwellings might they use?
3. What might they eat?
4. What kind of music might they enjoy?
5. What forms of transportation might they use?
6. What types of tools might they use?

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Individuals need to know and affirm their own cultural heritage without feeling that they must impose their cultural values on other people.	7. How might they punish criminals? 8. How might they make a living? 9. How might they communicate with each other? 10. What might they look like? Divide the class into small groups and have them make dioramas, mosaics, or murals which depict the Nacirema people. Have each group display their artifact and explain how it illustrates the Nacirema people. Upon completion of the presentations discuss: 1. Have you ever heard of these people before? 2. Who might they be? 3. What does Nacirema spell backwards? 4. Can you identify what Professor Linton was describing in the selection? 5. Why didn't you realize that Professor Linton was describing Americans? 6. How does your view of other people affect your actions toward them?	
IV. Ethnic value systems A. Values of the Old Order Amish B. Values of North American Indians C. Values of others	IV. Place each of the following ethnic values on tagboard: 1. The Bible is the most important guide for living. 2. Farming is a way of life. 3. Accepting charity from outsiders is unnecessary. 4. Swearing to any oaths or holding public office is forbidden. 5. Violence is wrong. 6. Public school education is unnecessary. 7. Living a simple way of life without telephones, electric lights, or automobiles is most desirable. Distribute the tagboard signs to eight learners and inform the class that they should attempt to identify the ethnic group portrayed. Have the eight sign holders leave the room and return, one at a time, to have their statements read by someone in the class.	Banks, James A., ed. Teaching Ethnic Studies: Concepts and Strategies. Washington, D.C.: National Council for the Social Studies, 1973. (T)

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Individuals need to know and affirm their own cultural heritage without feeling that they must impose their cultural values on other people.	Have the class identify the ethnic group (Old Order Amish) and then discuss the following: 1. How is the Bible central to the Amish way of life? 2. How is this reflected in the statements? 3. Why would the Amish be opposed to public education for their children? 4. Should society insist that Amish children attend public schools? Why or why not? 5. Why do the Amish prefer to remain isolated from other groups?	
	IV. Utilize a similar procedure to introduce the following North American Indian values. (These statements are general and do not relate to any single Indian group. They do, however, reflect the basic values of Indian societies.) 1. Survival of the group is more important than the individual. 2. You must be able to relate to nature as well as people. 3. Success is measured by your contributions to others. 4. Courtesy and respect for other viewpoints are highly valued. 5. Sharing and hospitality should be encouraged. 6. Possession of most material goods is not important. 7. The unnecessary destruction of any living thing is wrong. 8. To create beauty in actions, words, and objects is the overall goal of all human beings.	
	Then discuss the following questions: 1. What over-riding values seem to be reflected by these statements? 2. Why might North American Indians have developed this kind of value system?	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Individuals need to know and affirm their own cultural heritage without feeling that they must impose their cultural values on other people.	V. Have each learner read "What If the Indians Had Kept A Diary," Many Peoples, One Nation, pp. 285-287 and discuss the following questions: 1. Why do we laugh at Deloria's diary? 2. Why should we take it seriously? 3. How did the white man impose his values and culture on the Indians? Can this be justified? Give reasons to support your answer.	Rose, Peter I., ed. Many Peoples, One Nation. New York: Random House, Inc., 1973. (L)*
V. Value imposition A. False sense of security B. Results of ethnocentrism		

*(L) - Learner

LEVEL III -- THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 3: Given a variety of ethnic groups, the learner will be able to identify the unique characteristics of these groups.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
All ethnic groups have their own special and unique qualities. I. Ethnic values II. Ethnic holidays and festivals III. Ethnic arts and crafts IV. Ethnic music and dance V. Ethnic food and clothing	I. Prepare a recording of "Barrio Boy," Many Peoples, One Nation, pp. 221-226. After listening to the recording discuss the following: 1. What American customs struck Ernesto's family as odd? 2. What are some unique characteristics of the Mexican-American family portrayed in the story?	Rose, Peter I., ed. Many Peoples, One Nation. New York: Random House, Inc., 1973. (L)*	Have each learner write an essay that identifies the unique and interesting characteristics of one ethnic group without stereotyping that group.
	II,III,IV,V. Plan an ethnic cultural fair utilizing the following suggested topics: Soul food Indian clothing Chinese New Year Jewish folksongs Folksongs of Southern Appalachia North American Indian songs Indian crafts French cooking Irish folktales Negro folklore American Indian mythology Middle Eastern cooking Russian cooking Cooking of Scandanavia Cooking of Japan Black Music - Blues Black Music - Spirituals Black Music - Jazz Mexican-American crafts Jewish holidays St. Patrick's Day Festival of San Gennaro (St. Januarius)	Folk Songs of the Southern Appalachians As Sung by Jean Ritchie. New York: Oak Publications, 1965. (L) Rubin, Ruch, ed. A Treasury of Jewish Folksong. New York: Schocken Books, Inc., 1950. (L) Landeck, Beatrice. Echoes of Africa in Folk Songs of the Americas. New York: David McKay Co., Inc., 1961. (L) Shirley, Kay, ed. The Book of the Blues. New York: Crown Publishers, Inc., 1963. (L) Johnson, James W. and J. Rosamond. Book of the American Negro Spirituals. New York: Viking Press, 1969. (L)	

(continued)

*(L) - Learner

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
All ethnic groups have their own special and unique qualities.	Ikebana (Japanese flower arranging) Origami (art of paper folding) San Juan Day Pennsylvania Dutch cooking Amish dress Develop an ethnic fair using one of the following suggested approaches: 1. School-wide inter-disciplinary approach 2. Self-contained classroom approach Use the following suggested procedure for organizing the cultural fair: 1. Research information 2. Plan a presentation utilizing a variety of techniques, such as: a. Dramatizing a folktale b. Preparing ethnic foods c. Performing ethnic music d. Demonstrating ethnic dances e. Constructing displays of ethnic crafts f. Holding a festival parade g. Modeling costumes 3. Designate areas for presentations and displays 4. Present the fair in several shifts. For example, suppose you have 14 groups. Have seven stationary groups present while the other groups move from exhibit to exhibit.	Feather, Leonard. The Encyclopedia of Jazz. New York: Bonanzo Books, 1960. (L) Nickles, Harry G. Middle Eastern Cooking. New York: Time-Life Books, 1969. (L) Brown, Dale. American Cooking. New York: Time-Life Books, 1968. (L) Brown, Dale. The Cooking of Scandanavia. New York: Time-Life Books, 1968. (L) Steinberg, Rafael. The Cooking of Japan. New York: Time-Life Books, 1969. (L) Papashvily, George and Helen. Russian Cooking. New York: Time-Life Books, 1969. (L) Brelenson, Edna, and McCrea, Ruth. Simple French Cooking. New York: Peter Pauper Press, 1958. (L) Nickles, Harry G. Recipes: Middle Eastern Cooking. New York: Time-Life Books, 1969. (L) Papashvily, George and Helen. Recipes: Russian Cooking. New York: Time-Life Books, 1969. (L) Brown, Dale. Recipes: American Cooking. New York: Time-Life Books, 1968. (L) Steinberg, Rafael. Recipes: The Cooking of Japan. New York: Time-Life Books, 1969. (L)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
All ethnic groups have their own special and unique qualities.		Brown, Dale. Recipes: The Cooking of Scandanavia. New York: Time-Life Books, 1968. (L) D'Amato, Janet and Alex. American Indian Craft Inspirations. New York: M. Evans and Co., Inc., 1972. (L) Christensen, Erwin O. American Crafts and Folk Arts. Washington, D.C.: Robert B. Luce, Inc., 1964. (L) Spencer, Cornelia. Made In Japan. New York: Alfred A. Knopf, 1963. (L) Toor, Frances. Made In Italy. New York: Alfred A. Knopf, 1957. (L) Ross, Patricia F. Made In Mexico. New York: Alfred A. Knopf, 1952. (L) McSpadden, J. Walker. The Book of Holidays. New York: Thomas Y. Crowell Co., 1958. (L) Gaer, Joseph. Holidays Around the World. Boston: Little, Brown and Co., 1953. (L) Column, Padraic, ed. A Treasury of Irish Folklore. New York: Crown Publishers, Inc., 1962. (L) Hughes, Langston, and Bontemps, Ana. Editors. The Book of Negro Folklore. New York: Dodd, Mead and Co., 1958. (L) Marriot, Alice, and Rachlen, Carol. American Indian Mythology. New York: Thomas Y. Crowell Co., 1968. (L)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
All ethnic groups have their own special and unique qualities.		Faolain, Eileen O. Irish Sagas and Folk Tales. New York: Henry Z. Walck, Inc., 1954. (L) Bradford, Margaret, ed. Fireside Book of Folk Songs. New York: Simon and Schuster, 1974. (L) Wilcox, R. Turner. Folk and Festival Costumes of the World. New York: Charles Scribner and Sons, 1965. (L) Munson, Don, and Rosse, Allianora. Things To Make With Paper. New York: Galahad Books, 1970. (L) Horbin, Robert. Secrets of Origami, The Japanese Art of Paperfolding. London: Octapus Books Limited, 1971. (L) Santo, Shozo. The Art of Arranging Flowers: A Complete Guide to Japanese Ikebana. New York: Harry N. Abrams, Inc., 1972. (L) North American Indian Songs. Filmstrip/record. $19.99. Color. Producer: Bowmar Publishing Corporation, P.O. Box 3623, 622 Rodier Drive, Glendale, California 91201. (L) Music of the Black Man in America. Records (2). $11.95. Producer: Bowmar Publishing Corporation, P.O.Box 3623, 622 Rodier Drive, Glendale, California 91201. (L)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
All ethnic groups have their own special and unique qualities.		Carving A Ritual Mask: Woodland Indians. Filmloop. $24.95. 1970. Color. Producer: Ealing Corporation. Distributor: Kunz, Inc., 207-209 E. Patapsco Avenue, Baltimore, Maryland 21225. (L) Weaving: Navajo Indians. Filmloop. $24.95. 1970. Color. Producer: Ealing Corporation. Distributor: Kunz, Inc., 207-209 E. Patapsco Avenue, Baltimore, Maryland 21225. (L) Casting Silver Jewelry: Navajo Indians. Filmloop. $24.95. 1970. Color. Producer: Ealing Corporation. Distributor: Kunz, Inc., 207-209 E. Patapsco Avenue, Baltimore, Maryland 21225. (L) Weaving: Hopi Indians. Filmloop. $24.95. 1970. Color. Producer: Ealing Corporation. Distributor: Kunz, Inc., 207-209 E. Patapsco Avenue, Baltimore, Maryland 21225. (L) Carving A Kachina Doll: Hopi Indians. Filmloop. $24.95. 1970. Color. Producer: Ealing Corporation. Distributor: Kunz, Inc., 207-209 E. Patapsco Avenue, Baltimore, Maryland 21225. (L) Basket Making: Hopi Indians. Filmloop. $24.95. 1970. Color. Producer: Ealing Corporation. Distributor: Kunz, Inc., 207-209 E. Patapsco Avenue, Baltimore, Maryland 21225. (L)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
All ethnic groups have their own special and unique qualities.		Making Pottery: Hopi Indians. Filmloop. $24.95. 1970. Color. Producer: Ealing Corporation. Distributor: Kunz, Inc., 207-209 E. Patapsco Avenue, Baltimore, Maryland 21225. (L) "Ethnic Foods", Ethnic Studies: The Peoples of America. Filmstrip/cassette. Color. Producer: Educational Design, Inc., 47 West 13th Street, New York, New York 10011. (L) "Ethnic Holidays", Ethnic Studies: The Peoples of America. Filmstrip/cassette. Color. Producer: Educational Design, Inc., 47 West 13th Street, New York, New York 10011. (L)

LEVEL III -- THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 4: Given a variety of verbal and non-verbal communication patterns, the learner will be able to describe the differences in communication which affect interpersonal relationships.

CONTENT

Judgments based on differences in dialect, gestures, and facial expressions may affect interpersonal relationships.

- I. Dialects
  - A. Socio-economic implications
  - B. Regional implications

LEARNING ACTIVITIES

I,A. Present the following situations to the class and ask each learner to place himself in the situation.

1. A good friend of yours arranges a date to the movies for you. After the movie your date says, "That film was unquestionably a valuable experience."
2. Someone moves into the house next door. The first time you meet him he says, "Gees, this neighborhood ain't half bad."
3. You and a fellow teacher are in a cafeteria line. While paying the cashier, the other teacher says, "Twenty cents for a coke! What a rip off."

Discuss each situation in light of the following:

1. Based on their speech, what would you think about these people?
2. Could you possibly misjudge these people because of their speech?

I. Have various members of the class pronounce the following words:

1. Water
2. Going
3. Greasy
4. Aunt
5. Hungry
6. Oil
7. Sink
8. Baltimore
9. Maryland
10. Greek
11. Pecan
12. Fire

MATERIALS/RESOURCES

ASSESSMENT TASK

Have the learners describe the effect of dialect on interpersonal relationships by matching pictures of a workman, a businessman, a teenager, a housewife, and an urban youth with the following statements:

1. If the government would stop giving all our money to *them*, then maybe *we* could make ends meet..
2. If the consumer price index continues to rise at this rate, depression is certain to follow.
3. Sixteen bucks for a pair of jeans! What a bummer!
4. I can't even afford to keep the refrigerator stocked.
5. What da government don't git, da rats do.

After each learner has matched the picture with the statement, have them respond in writing to the following:

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Judgments based on differences in dialect, gestures, and facial expressions may affect interpersonal relationships.	Compare pronunciations and ask the following questions: 1. What differences do you observe? 2. How do you explain these differences? 3. Do you consider pronunciations that are different from your own to be "substandard"? Why? How might this affect your actions toward others? Is this undesirable? Why? I. Prepare a transparency of the following: 1. Soda, soda pop, soft drink, tonic 2. Living room, sitting room, front room, parlor 3. Mantel, mantel piece, mantel shelf, fire board 4. Clothes closet, closet, cupboard, clothes press 5. Porch, stoop, veranda, deck 6. Refrigerator, ice box, frigidare 7. Sofa, divan, davenport, couch, settee 8. Car, auto, automobile, machine, wheels 9. Frying pan, skillet, spider 10. Bucket, pail 11. Paper bag, bag, paper sack, sack, poke 12. Traffic light, light, traffic signal, red light 13. Road, street, avenue Collect pictures of each item and ask several learners to identify each by name. As each picture is identified, reveal the accompanying words on the transparency and then discuss why the same items are referred to in different ways.		1. Why did you match a particular statement with a particular person? 2. Select one of your matches and develop a list of words which describe the person. 3. Could this kind of description be used to stereotype people? Why? Have the learners describe the effect of non-verbal communication by identifying the gestures used by the following actors and actresses and explaining how these affect their judgment of the character portrayed: 1. Jean Stapleton(Edith on All in the Family) 2. Kaye Ballard 3. Charo 4. William Conrad(Cannon) 5. Redd Foxx(Fred on Sanford and Son) 6. Telly Savalas(Kojak) 7. Jimmy Walker(J.J. on Good Times) 8. Flip Wilson(Geraldine) 9. Ted Knight(Ted on The Mary Tyler Moore Show) 10. Mary Tyler Moore

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Judgments based on differences in dialect, gestures, and facial expressions may affect interpersonal relationships.	I. Listen to a recording of John F. Kennedy's Inaugural Speech. Have each learner list examples of pronunciation which characterize President Kennedy's Boston dialect and then discuss the following: 1. Can you assume that Kennedy spoke the "standard" dialect of his region? 2. How might President Kennedy's dialect affect your perception of him?	
	I. Listen to a recording of Andy Griffith's "What it was, it was football." Discuss the following: 1. Where is this dialect spoken? Do you believe that it is the "standard" dialect for this region? Why? 2. Is this a "substandard" dialect? Why? 3. What makes the monologue humorous? 4. Could the monologue be as humorous if it were told in a different dialect? Try telling it in a different dialect.	
	I. Select several volunteers to interview various members of the community on their recollections of important historical events of the 20th Century. Have the volunteers tape record their interviews and transcribe them exactly as recorded. Be certain to capture the unique qualities of the dialects of these individuals interviewed in transcribing the conversations. Ditto the transcripts for class use and discuss the need to recognize the value of individual dialects and their importance for effective communication. An excellent example of this technique is the publication Skipjack prepared by South Dorchester High School.	Skipjack, Church Creek, Maryland: South Dorchester High School, 1973. (L)*

*(L) - Learner

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Judgments based on differences in dialect, gestures, and facial expressions may affect interpersonal relationships.	I,II. Invite a foreign exchange student to address the class concerning the differences that he has noticed in verbal and non-verbal communication between his country and ours. To locate a foreign exchange student in your area, contact the American Field Service or Maryland Partners of the Americas.	
II. Gestures A. Body movements B. Facial expressions	II. Have several learners volunteer to demonstrate the following behaviors non-verbally and have the class interpret the gestures used by each volunteer. The volunteers may interact with other members of the class but should be reminded to be totally non-verbal. Each of the following words should be placed on a slip of paper and given to a volunteer: 1. Approval 5. Anger 2. Happiness 6. Sadness 3. Distrust 7. Daydreaming 4. Dislike 8. Fatigue Ask the class the following: Why were we able to interpret these actions? Have members of the class reenact each of the above in a different manner and then discuss the following: 1. Is it possible to illustrate behavior in different ways? Why? 2. Is it fair to judge people according to their non-verbal behavior? Why? 3. How is this used to judge ethnic groups unfairly?	Nierenberg, Gerard, and Calero, Henry H. How To Read a Person Like a Book. New York: Cornerstone Library, 1971. (L)

LEVEL III -- THEME III: BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 1: Given a variety of emotional experiences, the learner will be able to describe how prejudice is based on fear, insecurity, and ignorance rather than on facts.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Fear of the unknown often leads to prejudicial attitudes. I. Causes of prejudice A. Fear B. Insecurity C. Ignorance	I,A,B. Obtain a cardboard box; punch air holes into it; place items into the box similar to torn newspapers, sponges, and furry stuffed animals. Tell the class the following: "I have placed something into the box, but I'm not going to tell you what it is. Perhaps, one of you would like to find out what is in the box. Are there any volunteers?" Select a volunteer to reach into the box without looking into it. Tell the volunteer not to remove the items or reveal the contents of the box. Select several more volunteers to reach into the box and then discuss their reactions, using the following questions: 1. Why was it more difficult for the first volunteer to reach into the box than for the later volunteers? 2. Why do you think some would hesitate to reach into the box? Explain. (N.B. - fear of the unknown.)		Have each learner write a poem entitled, "An Incident" which describes how prejudice can be based on one of the following: 1. Prejudice based on fear 2. Prejudice based on insecurity 3. Prejudice based on ignorance.
	I,A,B. Ask the class to express how they felt in each of the following situations: 1. First day of school 2. First time you were called to the office 3. First day in a new neighborhood 4. First time you went to the dentist 5. First time you took a bad report card home. Have several learners share their experiences with the class and discuss the following: 1. What frightens us about the unknown?		

CONTENT

Fear of the unknown often leads to prejudicial attitudes.

LEARNING ACTIVITIES

I,A,B. View the filmstrip, "The Japanese Nightmare." Immigration: The Dream and the Reality. Place the following chart on the chalkboard.

THE JAPANESE NIGHTMARE

FEAR	FACT

Have each learner fill in the chart as he views the filmstrip and then discuss:

1. What is prejudice?
2. What happens when people act upon fears rather than upon facts?

I,B. Have each learner read the following selection:

Johnny Rabawicz was far from being the most popular kid in the neighborhood, but he was the toughest and probably the dumbest.

Ever since he had been a little kid, Johnny had often been called names. He was called a "Polack," or a "dirty Polack." Some kids even called him a "White Polack." While Johnny wasn't an extremely bright boy, it didn't take him long to figure out what these names really meant. He knew that when someone called him a certain name, other people laughed. He knew that if you were a Polack, many girls didn't want to have anything to do with you. Johnny felt that the kids in his neighborhood who weren't Polacks had fun together in a way that Polacks couldn't have. When someone was called a Polack, he was viewed as if he were a different kind of person from anyone else. Johnny hated to be called names; and so, gradually, he decided that if he fought those who called him names, they would be afraid of

(continued)

MATERIALS/RESOURCES

"The Japanese Nightmare" Immigration: The Dream and the Reality. Filmstrip/record. 1971. Producer: Warren Schloat Productions, Inc., Pleasantville, New York 10570. (L)*

*(L) - Learner

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Fear of the unknown often leads to prejudicial attitudes.	him. Johnny wanted other kids to be afraid of him; and for a thirteen-year-old boy, he had very big and strong hands. The other kids considered Johnny's hands to be weapons. They certainly could do a great deal of damage. While it's true that Johnny wanted the kids in the neighborhood to be afraid of him, he also wanted to have as much fun as the kids who weren't called these names. After a great deal of thinking, he decided that these kids felt better when they called other people names. He could fight, and he could call names. If he called a kid a name and that kid didn't like it, he could "beat him up." So Johnny began to call other kids names. There was one name that was considered even worse than Polack--"nigger." If Johnny didn't like a kid, he would call him a "nigger." When he talked about the "niggers," he felt about as good as those other kids; and, after all, they could be "beat up." After reading the selection discuss the following: 1. How did Johnny feel about himself? 2. What did he think about name calling? 3. Considering how he felt about name calling, why did he call other people names?	
	I,C. (Have the class read an excerpt from "Long Hot Summer in Indiana," found in Promise of America: Sidewalks, Gunboats, and Ballyhoo, pp. 142-148. Discuss the following: 1. Sometimes our lack of knowledge about those who are different from us leads to prejudice. Based on the reading, support or refute this statement. 2. What kinds of irrational actions might Dave and Schelhaus perform based on their ignorance? 3. How might fear explain why many people do not take steps to eliminate their lack of knowledge about other people?	Cuban, Larry, and Roden, Philip, Editors. Promise of America: Sidewalks, Gunboats, and Ballyhoo. Glenview, Illinois: Scott, Foresman and Co., 1971. (L)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Fear of the unknown often leads to prejudicial attitudes.	II. Develop a slide-tape presentation based on the song "Carefully Taught" from the musical South Pacific. Utilize a series of pictures of children of various ethnic groups.	Prejudice: Harvest of Hate. Filmstrip/records. $33.00. 1972. Color. Producer: Audio Visual Narrative Arts, Pleasantville, New York 10570. (L)
II. Socialization of prejudice A. Verbal B. Non-verbal	As an alternative, view the first 13 frames of the filmstrip Prejudice: Harvest of Hate, Part I. Discuss the song in light of the following: 1. According to the song, how do we become prejudiced? 2. Why does the composer say you must be taught prejudice and fear by five or six? 3. Do you think he believes what he is singing? 4. How might we be taught prejudice?	

LEVEL III -- THEME III: BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 2: Given discriminatory situations, the learner will be able to identify the degrees of prejudice and their effect on interpersonal relationships.

CONTENT

Prejudice takes many forms which result in the dehumanization of the individual.

- I. Types of prejudice
  - A. Vocal
    - 1. Name calling
    - 2. Ethnic slurs
  - B. Avoidance
    - 1. Voluntary enclave
    - 2. Isolation
    - 3. Indifference
  - C. Discrimination
    - 1. Jim Crow laws
    - 2. Separate But Equal Doctrine
    - 3. Blue laws
    - 4. Chinese Exclusion Act (1892)
    - 5. Anti-Chinese riot, Denver (1871)
    - 6. Anti-Catholic riot, Philadelphia (1844)
    - 7. Know-Nothing Party
    - 8. Poll tax

LEARNING ACTIVITIES

I,II. Have the class prepare a mock trial based on the theme of prejudice. The trial will serve as a vehicle for learner evaluation of the various degrees of prejudice. Assign the following roles and duties to the class:

Number	Role	Duties
1	Judge	Presides over the trial. (Teacher: Explain legal procedure; e.g., objection overruled, objection sustained, out of order.)
9 - 12	Jury	Decides the outcome of the trial based on evidence presented. (Teacher: Explain the concept of "beyond a reasonable doubt.")
1	Court stenographer	Tapes the trial utilizing either a tape recorder or video-tape equipment.
1	Bailiff	Calls the court to order, announces witnesses, swears in witnesses, and carries the microphone

(continued)

MATERIALS/RESOURCES

ASSESSMENT TASK

Utilizing video-tape equipment, have the learners develop several spontaneous situations which identify the varying degrees of prejudice and their effect on interpersonal relationships. Have each learner assess each situation by:

1. Identifying the degree of prejudice illustrated.
2. Explaining its effect on interpersonal relationships.

CONTENT

LEARNING ACTIVITIES

MATERIALS/RESOURCES

Prejudice takes many forms which result in the dehumanization of the individual.

9. Restrictions on public accommodations
10. Red Scare-Palmer Raids

D. Violence
  1. Little Rock incident
  2. James Meredith
  3. Bombing of 16th Street Baptist Church, Birmingham, Alabama
  4. Chicago Race Riot(1919)
  5. Russian pogroms against Jews

E. Murder
  1. Assassination of Martin Luther King,Jr.
  2. Assassination of Malcolm X
  3. Assassination of Medgar Evers
  4. Assassination of civil rights workers
  5. Lynching

Number	Role	Duties
		to participants speaking to insure proper recording of the trial.
2	Prosecuting Attorneys	Present the State's case against prejudice and prepare their witnesses.
1	Staff researcher for the prosecution	Gathers historical and sociological evidence to support the prosecution's case. (The researcher should gather a broad spectrum of examples and avoid centering on one group.)
2	Defense Attorneys	Represent the defendants and prepare their witnesses.
1	Staff researcher for the Defense	Gathers historical and sociological evidence to support the defendants. (The researcher should gather a broad spectrum of examples and avoid centering on one group.)

(continued)

CONTENT

Prejudice takes many forms which result in the dehumanization of the individual.

F. Genocide
   1. Wounded Knee, South Dakota (1890)
   2. Jewish extermination, World War II

LEARNING ACTIVITIES

Number	Role	Duties
6	Defendants	Each of the six defendants represents a different expression of prejudice.
	Verbal	Name calling and ethnic slurs
	Avoidance	Seeking out your own kind
	Active discrimination	Restrictions in public accommodations
	Violence	Beatings, police brutality, mob violence
	Murder	Lynchings, bombings, shootings
	Genocide	Extermination of groups
5	Witnesses for the prosecution	Testify for the prosecution.
3	Witnesses for the defense	Testify for the defense.
3	Newspaper Reporters (1 liberal, 1 conservative, 1 moderate)	Write several newspaper articles on the events of the trial from their point of view. (At the conclusion of the trial, the newspapers should be dittoed and distributed to each class member for an evaluation of the trial.)

MATERIALS/RESOURCES

(continued)

CONTENT

Prejudice takes many forms which result in the dehumanization of the individual.

LEARNING ACTIVITIES

Suggested Procedural Guidelines

1. Introduce and assign roles and duties
2. Explain courtroom procedure
3. Attorneys and staff members research and prepare the case
4. Review courtroom procedure
5. Conduct the trial
6. Evaluate the entire process by utilizing the tape of the trial, the dittoed newspapers, and the jury's deliberation

Courtroom Procedure

1. The bailiff calls the court to order.
2. The judge enters the court. He asks the prosecution and defense if they are ready and calls for the opening arguments.
3. The prosecution, and then the defense, present their opening statements.
4. The bailiff calls and swears-in the prosecution witnesses.
5. The prosecuting attorney questions the witnesses and the defense cross-examines.
6. The bailiff calls and swears-in the defense witnesses.
7. The defense attorneys question the witnesses and the prosecution cross-examines.
8. The prosecution, and then the defense, present closing statements.
9. The judge instructs the jury.
10. The jury discusses and arrives at a decision for each of the six defendants in open court rather than in seclusion.
11. The decision is formally announced.

At the conclusion of the trial, evaluate the arguments offered by the prosecution and the defense, the opinions expressed in the newspapers, and the decision of the jury. After a thorough discussion, ask the following:

MATERIALS/RESOURCES

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Prejudice takes many forms which result in the dehumanization of the individual.	1. What are the various degrees of prejudice discussed in the trial? 2. Some people suggest that it is acceptable to call names but not to murder. What do you think? 3. If you accept name calling, how could this lead to more open and violent degrees of prejudice? 4. How do varying degrees of prejudice affect personal relations? Utilize the following activities as an alternative to the "Trial of Prejudice." Collect six pictures which illustrate the following degrees of prejudice: 1. Verbal (name calling, ethnic slurs) 2. Avoidance (seeking out your own kind) 3. Active discrimination (restrictions on public accommodations) 4. Violence (beatings, police brutality, mob violence) 5. Murder (lynchings, bombings, shootings 6. Genocide (extermination of groups) Have the class identify the degrees of prejudice illustrated and arrange them in order from the least hostile to the most hostile. Discuss the following: 1. It is all right to call names, but it is not all right to murder. 2. If you accept name calling, how could this lead to more open and violent degrees of prejudice?	
II. Effects of prejudice A. Inferiority 1. Dehumanization 2. Isolation	II. Divide the class into groups to research the following suggested topics: Jim Crow laws Separate But Equal doctrine Blue laws Chinese Exclusion Act (1892) Immigration Restriction of 1929 Anti-Chinese riot, Denver, 1871 Anti-Catholic riot, Philadelphia, 1844 Know-Nothing Party	Finkelstein, Milton; Sandifer, Jawn A.; and Wright, Elfreda S. Minorities: U.S.A. New York: Globe Book Co., Inc., 1971. (L)* Feder, Bernard, The Process of American Government. New York: Noble and Noble Publishers, Inc., 1972. (L)

(continued)

*(L) - Learner

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CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Prejudice takes many forms which result in the dehumanization of the individual. B. Suppression 1. Frustration 2. Hostility C. Exploitation 1. Economic 2. Social	Poll tax Restrictions on public accommodations Red Scare-Palmer raids Little Rock incident James Meredith Bombing of 16th Street Baptist Church, Birmingham, Alabama, September 15, 1963 Chicago Race Riot, 1919 Russian pogroms against Jews Assassination of Martin Luther King, Jr. Assassination of Malcolm X Assassination of Medgar Evers Assassination of civil rights workers Lynchings by Ku Klux Klan Wounded Knee, South Dakota, 1890 Jewish extermination, World War II Have the class utilize the following guidelines for their research: 1. Identification of the topic 2. Identification of the degree of prejudice 3. Reactions of individuals to the situation Have each group develop a skit which focuses upon the reactions of the people directly involved in the situation. Make certain that the skits portray reactions rather than the situations themselves. Have the groups introduce their topics and present their skits.	Cuban, Larry, and Roden, Philip, Editors. Promise of America: Sidewalks, Gunboats, and Ballyhoo. Glenview, Illinois: Scott, Foresman and Co., 1971. (L) Cuban, Larry, and Roden, Philip, Editors. Promise of America: Breaking and Building. Glenview, Illinois: Scott, Foresman and Co., 1971. (L) Cuban, Larry, and Roden, Philip, Editors. Promise of America: An Unfinished Story. Glenview, Illinois: Scott, Foresman and Co., 1971. (L) Graham, Hugh Davis, Since 1954: Desegregation. New York: The New York Times Co., 1972. (L) Social Science Staff of the Educational Research Council of America, Challenges of Our Times: Prejudice and Discrimination. Boston: Allyn and Bacon, Inc., 1973. (L) Bishop, Jim, The Days of Martin Luther King, Jr. New York: G. P. Putman's Sons, 1971. (L)

LEVEL III -- THEME III: BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 3: Given several examples, the learner will be able to explain the meaning of institutionalized prejudice and to identify its damaging effects upon people.

CONTENT

Institutionalized prejudice may have a more damaging effect upon people than personal prejudice.

- I. Definition of institutionalized prejudice
  - A. Exploitation by law
  - B. Exploitation by common agreement
- II. Examples of institutionalized prejudice
  - A. Literacy tests
  - B. Voting
  - C. Textbooks
  - D. Military
  - E. Courts
  - F. Housing
  - G. Education
  - H. Gerrymandering

LEARNING ACTIVITIES

I,II. Prepare a ditto of the following examples of institutionalized prejudice:

1. A judge grants a personal bond of one thousand dollars to a white man with a record and who is now accused of murder. A judge in another city denies bail to a black man accused of selling a marijuana cigarette to an undercover agent. A Mexican American who has been declared mentally incompetent is tried and convicted of first degree murder.
2. We spend billions of dollars a year to put a man on the moon, but allow poverty and starvation to continue to exist.

Discuss the following:

1. Do you feel these situations are fair?
2. Why do you feel these situations exist?

Introduce the concept of institutionalized prejudice. Ask the class:

Do you think that institutionalized prejudice actually exists in our society? Support your answer with examples.

II,A,B,III. Inform the class that they are going to vote on whether or not they will be able to choose their own seats. In order to vote, you must be able to read and write; the majority rules. To determine whether you really can read and write, I'm going to give you a literacy test. During the test you must not talk for any reason, and I will not answer any questions. Read the

(continued)

MATERIALS/RESOURCES

Banks, James A., ed. Teaching Ethnic Studies: Concepts and Strategies. Washington, D.C.: National Council for the Social Studies, 1973. (T)*

*(T) - Teacher

ASSESSMENT TASK

Have each learner explain how each of the following situations supports a definition of institutionalized prejudice and identify its damaging effects upon people.

1. The quality of education depends on how much the community can afford.
2. A television commercial shows a black man representing tooth decay.
3. A textbook portrays black slaves as childlike and contented.
4. In order to vote, people must pay a two-dollar-poll tax.
5. Indians have been placed on reservations.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Institutionalized prejudice may have a more damaging effect upon people than personal prejudice.	directions to the test carefully. Prepare a ditto of the following literacy test: *New York State Regents Literacy Test* (To be filled in by the candidate in ink)	Feder, Bernard, The Process of American Government. New York: Noble and Noble Publishers, Inc., 1972. (L)*
I. Media	Write your name here	
J. Jobs	____________________ first name middle initial last name	
III Effects of institutionalized prejudice	Write your address here ____________________	
A. Disillusionment		
B. Hostility	Write the date here	
C. Violence	____________________ Month day year	
	Read the paragraph below and then write answers to the questions. Read it as many times as necessary.	
	John Quincy Adams was born on July 11, 1767, at Quincy, Massachusetts. When he was only 14 years old, he went to Russia as the private secretary to Francis Dana, the American Minister. Later he joined his father in Paris and was in that city in 1783 when the peace treaty ending the Revolutionary War was signed. In 1825, he became President of the United States and served one term. His father had also served as President of the United States. After his term as President, John Quincy Adams was elected to Congress, where he served for 17 years. He died on February 23, 1848.	
	The answers to the following questions are to be taken from the above paragraph.	

(continued)

*(L) - Learner

CONTENT

Institutionalized prejudice may have a more damaging effect upon people than personal prejudice.

LEARNING ACTIVITIES

Example: In what year was John Quincy Adams born? 1767

1. In what state was John Quincy Adams born? ____________
2. How old was Adams when he went to Russia? ____________
3. What was the name of the American minister to Russia? ____________
4. In what city did Adams join his father? ____________
5. What war was ended by the peace treaty of 1783? ____________
6. In what year did John Quincy Adams become President? ____________
7. For how many years was Adams in Congress? ____________
8. In what year did John Quincy Adams die? ____________

In order to disquality a majority of the class, circulate around the room and correct the test utilizing the following criteria:
1. One mistake is a failure and the teacher can proceed to the next learner.
2. Talking results in a failure.
3. Only a pen may be used.
4. Name and address must be written, not printed.
5. Date must be accurate.
6. Only Massachusetts not Quincy, Massachusetts, is an acceptable answer for question number one.

Have the eligible voters stand. If a majority of the class is not eligible, a vote may not be taken. Then discuss the following:
1. How do you feel about the method used for deciding your seating arrangements?
2. Do you think this was a fair approach?

(continued)

MATERIALS/RESOURCES

Graff, Henry F., The Free and the Brave. Chicago: Rand McNally and Co., 1967. (L)

Franklin, John H., Land of the Free. New York: Benziger Brothers, Inc., 1966. (L)

CONTENT

Institutionalized prejudice may have a more damaging effect upon people than personal prejudice.

LEARNING ACTIVITIES

Explain that this literacy test was actually used to determine voter eligibility. (Eighteen states adopted literacy tests; seven to disfranchise blacks, five to disfranchise Indians, Mexicans, and Orientals, and six including New York to disfranchise South European immigrants.) Explore the following questions:

1. Why do you think literacy tests were used?
2. How can a device like this be used as an excuse for prejudice?
3. How is this an example of institutionalized prejudice?
4. How may institutionalized prejudice be more damaging in the long run than personal prejudice?
5. Can institutionalized prejudice perpetuate prejudicial attitudes in society? If so, how?

II,C,III. Distribute two texts to each learner. One copyrighted during the 1960's; e.g., Free and the Brave, Land of the Free, Story of the American Nation. One copyrighted during the 1970's; e.g., Impact of our Past, The Americans, The American Adventure, Promise of America, or Inquiry U.S.A. Have each learner examine the texts to determine the coverage given to various ethnic groups utilizing the following chart:

COVERAGE OF ETHNIC GROUPS IN TEXTBOOKS

Ethnic Group	Contributions of Ethnic Group	Discussion of Contributions
BLACKS		
JEWS		
MEXICAN AMERICANS		
INDIANS		
ITALIANS		
GREEKS		

MATERIALS/RESOURCES

Casner, Mabel B.; Gabriel, Ralph H.; Biller, Edward L.; and Hartley, William H. Story of the American Nation. New York: Harcourt Brace and World, Inc., 1967. (L)

Weisberger, Bernard A., The Impact of Our Past. New York: American Heritage Publishing Co., Inc., 1972. (L)

Fenton, Edwin, ed. The Americans: A History of the United States. New York: Holt, Rinehart and Winston, Inc., 1970. (L)

Kane, Ralph J., and Glover, Jeffrey A. Inquiry U.S.A. New York: Globe Book Co., Inc., 1971. (L)

Cuban, Larry, and Roden, Philip, Editors. Promise of America (Volumes 1-5) Glenview, Illinois: Scott, Foresman and Co., 1971. (L)

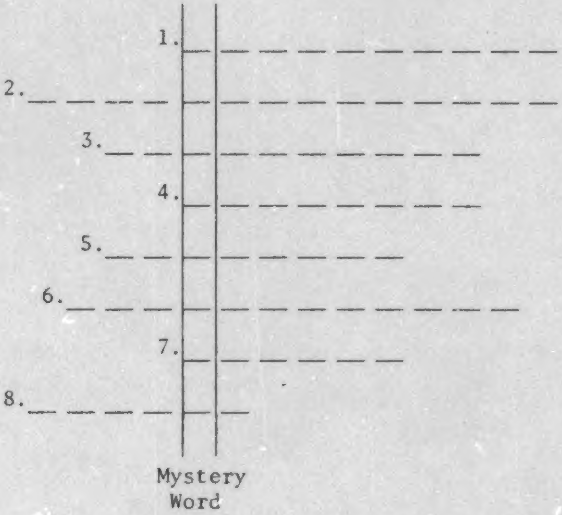
Bailey, Kenneth; Brooke, Elizabeth; and Farrell, John. The American Adventure. San Francisco: Field Educational Publishers, Inc., 1970. (L)

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Institutionalized prejudice may have a more damaging effect upon people than personal prejudice.	Compare and contrast the coverage on the chart utilizing the following questions: 1. Is there a difference in the coverage in the two texts? What is the difference? 2. How do you think the difference in coverage reflects the times in which they were published? 3. Do the texts reflect institutionalized prejudice? Explain. 4. What effect does this type of institutionalized prejudice have upon education? 5. How will this type of education influence our relations with other people?	
	II,D,III. Have the learners interview military men who have served in World War II, the Korean War, or the War in Vietnam. Have the learners use the following questions in their interview: 1. How much segregation did you find when you were in the Armed Services? 2. What forms did it take? Report the findings to the class and have them report the progress which has been made to end segregation in the Armed Forces.	

LEVEL III -- THEME IV: ACTION FOR EQUALITY: IDEALS AND REALITIES

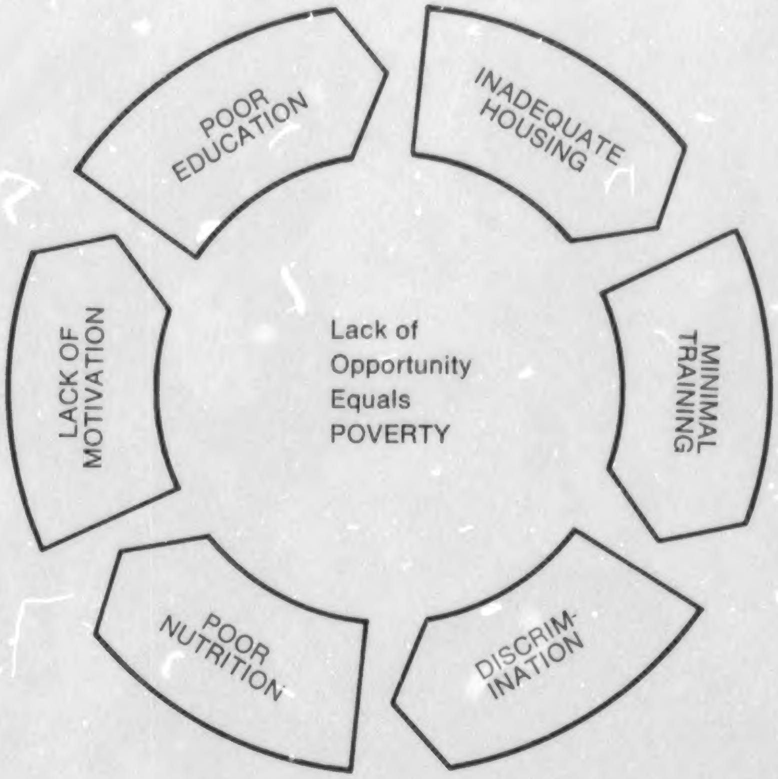
Instructional Objective 1: Given a variety of current data, the learner will be able to identify the continuing problems in a pluralistic society.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Prejudice creates and perpetuates many social problems. I. Problems that result from prejudice A. Poor education B. Discrimination C. Inadequate housing D. Minimal training E. Poor nutrition F. Lack of motivation G. Lack of opportunity	I. Prepare a ditto of the "Mystery Word Puzzle" for learner completion. MYSTERY WORD PUZZLE (All clue words appear horizontally, and the mystery word appears vertically.)  1. 2. 3. 4. 5. 6. 7. 8. Mystery Word *Clues* 1. Attitude based on fear, ignorance, and insecurity and not on facts 2. Treatment based on distinctions 3. Isolation from other groups 4. 16th Street Baptist Church was an example 5. Characterized by beatings and riots 6. Ethnic slurs are examples (continued)		Have each learner construct a pictogram which identifies the problems that result from prejudice.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Prejudice creates and perpetuates many social problems.	7. Lynchings are an example 8. Unfair distinctions based on color *Mystery Word Clue* These create ____________ in our society.	
	I. Prepare a transparency of the "Poverty Cycle" found on the following page. Project the transparency onto a large surface and discuss the following: 1. What are some of the problems that result from poverty? 2. How can poverty be a vicious cycle? 3. Why does lack of opportunity equal poverty? 4. How does prejudice lead to and perpetuate poverty?	The American Poor: A Self-Portrait. Filmstrips (2) and records (2) or cassettes. $37.00/f.s. and records; $41.00/f.s. and cassettes. 1971. Time: I-12 min.; II-12 min. Color. Producer: Guidance Associates. Distributor: Guidance Associates, Pleasantville, New York 10570. (L)*
	II. [illegible] the class into eight groups to explore o[illegible] the following questions based on "The [illegible] and the Challenge," Poverty and the [illegible] pp. 13-48. 1. Wha[illegible] poverty? 2. Who are the poor? 3. Where do the poor live? 4. What has been our past attitude toward the poor? 5. How have we tried to help the poor in the past? 6. How has our attitude toward the poor changed? 7. How have our efforts to help the poor changed? 8. What is today's "War on Poverty?" After the class has completed the activity, have the groups present their questions and supporting data. Individual groups should construct transparencies or other visual aids to further class comprehension.	Leinwand, Gerald, ed. Poverty and the Poor. New York: Washington Square Press, 1968. (L)

*(L) - Learner

THE POVERTY CYCLE


POOR EDUCATION
INADEQUATE HOUSING
LACK OF MOTIVATION
Lack of Opportunity Equals POVERTY
MINIMAL TRAINING
POOR NUTRITION
DISCRIM-INATION

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Prejudice creates and perpetuates many social problems.		
II. Analysis of Poverty A. Definition B. Location C. Attitudes D. Programs	II. Have the class read an excerpt from The Other America, pp. 10-14 or "The Other America," Poverty and the Poor, pp. 58-67. Have the class discussion center on the following: "There are perennial reasons that make the other America an invisible land."	Harrington, Michael, The Other America. New York: Penguin Books, [illegible]. (L) Poverty and the Poor. (L) The Welfare Dilemna. Filmstrips (2) and records (2) or cassettes. $37.00/f.s. and records; $41.00/f.s. and cassettes. 1970. Time: I-10 min.; II-10 min. Color. Producer: Guidance Associates. Distributor: Guidance Associates, Pleasantville, New York 10570. (L)

LEVEL III -- THEME IV: ACTION FOR EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 2: Given a variety of alternative courses of action, the learner will be able to evaluate these alternatives for the purpose of alleviating inequality.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
A variety of tactics have been employed in an attempt to alleviate inequality. I. Non-violent tactics A. Boycotts B. Marches C. Sit-ins D. Protest literature E. Protest songs F. Speeches G. Strikes H. Freedom rides I. Voter registration drives J. Letter writing K. Petitions L. Rallies M. Law suits	I. Have the learners view the filmloop Selma Civil Rights March. After viewing the filmloop, ask the class to describe the events portrayed. Inform the class that they will be divided into groups for the purpose of writing a commentary for the filmloop. Show the filmloop for a second time to enable the learners to complete the task. After completion of the task, have the groups present their commentary along with the filmloop for class discussion.	Selma Civil Rights March. Filmloop. $24.00. 1973. Producer: Thorne Films, Inc., 229 University Avenue., Boulder, Colorado. Distributor: Kunz, Inc., 207-209 E. Patapsco Avenue, Baltimore, Maryland 21225. (L)* Finkelstein, Milton; Sandifer, Jawn A.; and Wright, Elfreda S. Minorities: U.S.A. New York: Globe Book Co., Inc., 1971. (L)	Have each learner develop a newspaper headline which highlights a tactic used to achieve equality. Have the learners exchange their headlines and evaluate the tactic highlighted in terms of its potential effectiveness for achieving equality.
	I,II,III. Divide the class into groups to research one or more of the following individuals or organizations: Stokely Carmichael César Chávez James Earl Chaney Shirley Chisholm Eldridge Cleaver Bob Dylan Jane Fonda Dick Gregory Martin Luther King,Jr. Malcolm X Elijah Muhammad Reies Tijerina Alianza of Indio-Spanish Peoples of Northern Mexico American Civil Liberties Union Anti-Defamation League of B'nai B'rith Congress of Racial Equality Japanese-American Citizens League La Raza Unidad Mexican-American Political Association National Association for the Advancement of Colored People National Congress of American Indians	Burma, John H., ed. Mexican-Americans in the United States. Cambridge, Massachusetts: Schenkman Publishing Co., Inc., 1970. (L) Social Science Staff of the Educational Research Council of America, Challenges of Our Time: Prejudice and Discrimination. Boston: Allyn and Bacon, Inc., 1973. (L)	

*(L) - Learner

CONTENT

A variety of tactics have been employed in an attempt to alleviate inequality.

- II. Violent tactics
  - A. Riots
  - B. Destruction of property
- III. Civil Rights Legislation
  - A. Voting Rights Act of 1965
  - B. Civil Rights Act of 1964
  - C. Open Housing Act of 1968
  - D. 24th Amendment to United States Constitution

LEARNING ACTIVITIES

Have each group consider the following as a guideline for research:
1. Philosophy
2. Tactics
3. Legislative and judicial results
4. Acceptance by society

Groups will share their information as a preliminary step for a debate. Select several learners (4-6) to debate the following resolution:
"Be it resolved that non-violent tactics are more successful in alleviating inequality than violent tactics."
Consider the following procedure for debating:
1. Affirmative team - opening argument
2. Negative team - opening argument
3. Audience - questioning period
4. Negative team may cross-examine or rebut affirmative team
5. Affirmative team may cross-examine or rebut negative team
6. Audience - questioning period
7. Negative team - closing statement or summary
8. Affirmative team - closing statement
9. Audience acts as judges to choose a debate winner

I,II,III. Have the learners view one or more of the following to examine, in-depth, the tactics employed by selected leaders in the civil rights movement. After viewing each of the following, have the learners discuss the effectiveness of these methods in alleviating inequality.
1. The Search For Black Identity: Martin Luther King (Parts I & II)
2. Martin Luther King, Jr.
3. The Search For Black Identity: Malcolm X (Parts I & II)
4. "California Conflict: Migrant Farm Workers," Focus On America-The Pacific States

MATERIALS/RESOURCES

Leinwand, Gerald, ed. The Negro in the City. New York: Washington Square Press, 1968. (L)

Graham, Hugh Davis. Since 1954 Desegregation. New York: The New York Times Co., 1972. (L)

Cuban, Larry, and Roden, Philip, Editors. Promise of America: Breaking and Building. Glenview, Illinois: Scott, Foresman and Co., 1971. (L)

The Search for Black Identity: Martin Luther King. Filmstrips (2) and records (2). $37.50. 1969. Producer: Guidance Associates, Pleasantville, New York 10570. (L)

Martin Luther King, Jr. Time: 10 min. Color. Producer: Encyclopedia Britannica Educational Corporation, 425 N. Michigan Avenue, Chicago, Illinois 60611. (L)

The Search for Black Identity: Malcolm X. Filmstrips (2) and records (2). $37.50. 1969. Producer: Guidance Associates, Pleasantville, New York 10570. (L)

"California Conflict: Migrant Farm Workers" Focus on America: The Pacific States. Filmstrip/record. 1973. Producer: Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614. (L)

LEVEL III -- THEME IV: ACTION FOR EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 3: Given the conditions that exist in our society today, the learner will be able to develop specific plans of action which attempt to alleviate inequality.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Inequality demands action. I. Responses to community problems A. Apathy	I,A. Prepare a ditto of the song "Monster" by Steppenwolf and, if possible, obtain a recording. Discuss the lyrics of the song in light of the following: 1. What framework was used in organizing the lyrics of the song? 2. What historical events are alluded to in the song? 3. What viewpoint is expressed by the composer of the song? 4. What kind of words does the composer use to express his point of view? (underline the words) 5. Based on the words he uses, do you agree with the feelings expressed by the composer? 6. What is the monster in the song? (apathy) 7. What plea does the composer make? Have each learner construct a collage, pictogram, or drawing which illustrates problems in American society which have resulted from apathetic attitudes. Entitle the project, "The Monster."		Relate to the class the following situation: A class composed of one ethnic group reacts negatively to a new student from another ethnic group. Pretend you are a member of the class and develop a plan of action designed to incorporate the new student into the class.
B. Involvement	I,B. Present the following situation to the class: Jimmy shoplifts frequently. Occasionally Jimmy takes one of his friends along to show off his skill. Most of the kids respect Jimmy's ability to steal things under the watchful eyes of store personnel. In fact, Jimmy has almost (continued)		

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Inequality demands action.	become a hero to his friends. Tom, one of Jimmy's friends, feels rather uncomfortable about Jimmy's stealing, but he is afraid to say anything because almost all his friends "look up" to Jimmy. After school one day, Tom and Jimmy decide to meet some friends at the shopping center. While waiting for their friends, Tom and Jimmy look at some records. Jimmy steals one of the records and Tom feels he should finally do something. Discuss the following: 1. If you were Tom, what would you do? 2. What personal conflict would Tom experience? 3. Why is it important for Tom to take some action?	
II. Identification of community needs A. Median family income B. Unemployment C. Substandard housing D. Education	II. Have the learners examine carefully each of the charts found on the following page and develop a generalization based on the data for each chart. Ask several learners to share their generalizations with the class. Consider the possibility that each of these charts could be used to develop generalizations supporting different points of view by asking: 1. If you wish to show how conditions have improved for non-whites in recent years, which generalizations could be developed? 2. Which generalizations could be developed, if you wish to show how far non-whites have yet to go to achieve equality in the United States? 3. Why is it so easy to support opposite points of view, using the same set of figures? 4. Which of the generalizations present a more accurate picture? Explain your answer. 5. In your opinion, how successful has the civil rights movement been thus far? Based on the data in the charts, in what ways has it failed? 6. Do you feel further action is needed for equality? If so, what kind of action is needed?	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
nequality demands action.	II. Obtain a recording of the speech, "I Have a Dream" by Martin Luther King, Jr. Explore the meaning of the speech with the class.	
III. Action for equality A. Tutorial projects B. Student rights and responsibilities C. Political action D. Fund raising E. Interschool sharing F. Letters to the editor	III. Invite several speakers from community organizations such as Kiwanis, Lion's Club, Improvement Associations, Optimist Clubs, and community service organizations. Ask these speakers to identify local community problems and possibilities for student involvement in their solution. Discuss the problems and alternatives suggested by the speakers and develop with the class a plan of action. Consider the following as possible approaches for direct student involvement: 1. Develop a tutorial project. Consider working with a neighboring elementary school or working within your own school. 2. Encourage your student council to develop a Bill of Student Rights and Responsibilities. Have your class provide the council with suggestions for the Bill. 3. Have various members of the class visit several campaign headquarters for the purpose of interviewing staff members to determine the candidates' programs for equal rights. Have the learners select the candidates they feel they can support. Encourage the learners to volunteer to work for their candidates. 4. Conduct fund-raising activities for: a. Peace Corps, School Partnership Program b. Sponsorship of a child c. Donation to a worthy group striving to alleviate inequality.	

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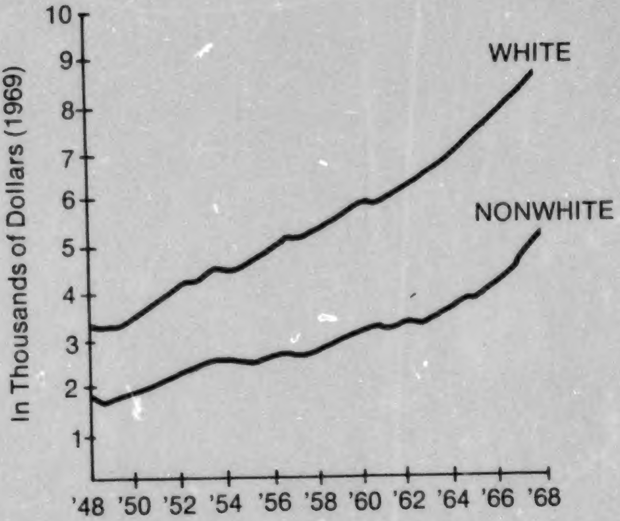
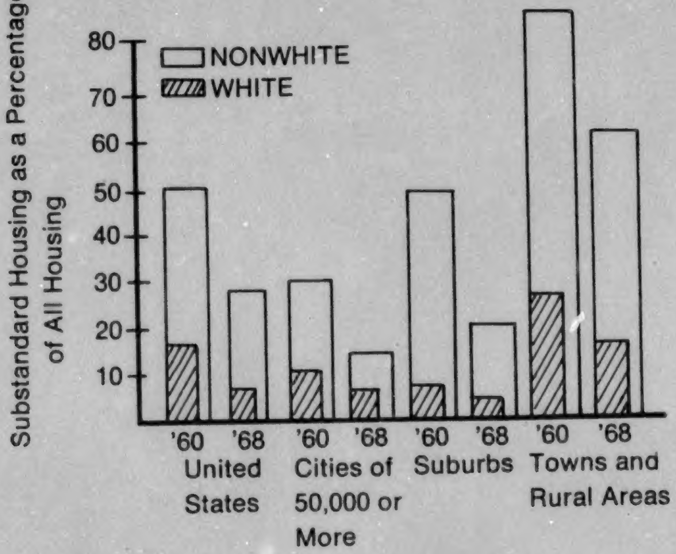
IS FURTHER ACTION REQUIRED?

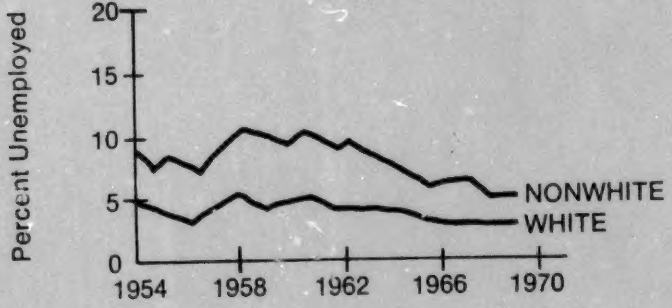
Median Family Income



Substandard Housing



Unemployment
(All Workers)



CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Inequality demands action.	Utilize one or more of the following fund-raising activities: -Walk-a-thon -Car wash -Rent-a-kid program -Bake sale -School fair -Dance -Candy drive -Flea market	
	5. Have the class develop a program to be shared with students from another school. The program might be based on work already completed or especially developed for this occasion. The program might include such activities as: projects, displays, a cultural festival, or a class play.	
	6. Have the class examine a newspaper editorial page to identify concerns of the community. Discuss local community problems and consider writing letters to the editor, to your congressman, or to local councilmen expressing your point of view.	

SUPPORTIVE LEARNING ACTIVITIES FOR MIDDLE SCHOOL-JUNIOR HIGH

The level of activities for the middle school-junior high grades can vary from elementary level activities to high school level activities. Different school systems include different grades at this level - the range going from fifth to ninth grade. Consequently, activities from the Level II list and the Level IV list are recommended for this level in addition to others especially selected for this level. Besides the recommended activities, teachers are encouraged to select others from Levels II and IV that seem appropriate.

At this stage in the student's life, it is essential that he continue to have experiences which build his self-image and stretch his powers of empathy. At the same time, he is ready for a more mature understanding of ethnic contributions, of the nature and results of prejudice, and of means of promoting equality among ethnic groups.

Teachers are encouraged to substitute appropriate activities in this section for those activities within the preceding units in Level III, if they find it desirable or necessary to do so.

Again, it is hoped that as teachers use these activities, they will keep a record of successes, improvements, and suggestions that they can make available for further refinements of the guide.

LEVEL III: SUPPORTIVE LEARNING ACTIVITIES

1. Who Am I?
2. Self-Image
3. Shaping Attitudes
4. Diversity in the Development of Our Language
5. Linguistic Pluralism in the United States
6. Another Myth
7. The Land: The Root of Cultural Heritage
8. Resource Fest
9. Americans in Action
10. Symbolism in Mathematics
11. Dollars and Decimals
12. Measure for Measure
13. Keeping Up With Time
14. Patterns in Design
15. Woodcrafts
16. Ethnic Origin of Place Names
17. Ethnic Influx in America
18. Ethnic Influences
19. Computing Community Composites
20. Food Fest
21. Implications of Prejudice, Bias, and Discrimination
22. Examining Discrimination
23. Non-Verbal Communication: Pantomine
24. Epithets
25. Effects of Labeling
26. Opening Doors
27. Litigation and Immigration
28. Conditions of Servitude
29. The Posture of Discrimination
30. Seeing Through the Eyes of Another
31. Donning the Mantle of Ethnic Groups
32. Community Planning
33. Social Communities
34. Creating Harmony Among Groups
35. On the Other Side of the Scale
36. Multi-Ethnic Bazaar
37. The Face of America

LEVEL III - MIDDLE SCHOOL - JUNIOR HIGH

TITLE	PURPOSE	LEARNING ACTIVITIES
1. WHO AM I?	To examine the concept one has of himself through the analysis of a musical composition	Provide an opportunity for students to listen to the musical composition "The Unanswered Question" by Charles Ives. Ask them to listen to the composition the first time without explanation. Then have them express their likes and dislikes about it. As they listen to the composition the second time, ask them to list the ideas and emotional feelings expressed. For example, how does the composition reveal that many persons have different ideas of what a person is, yet the person still asks himself "Who Am I?" How might the ideas other people have of a person be equated to the concept one has of himself? Draw a comparison between the extent to which a person knows himself and the extent to which others really know him. Relate this to the concept each student has of himself by having each student: List what he considers to be his strengths List what he considers to be his weaknesses Cite what he views as his goals in life Indicate the impression he feels he would like to create Divide the class into pairs to have each student share his ideas with a partner and get his reaction. Hold a discussion to determine how the strengths of a person can enhance his self-image.
2. SELF-IMAGE	To develop dignity and worth in each individual through a familiarity with the origin of one's own name	Consider representative names of students in class. Arrange for students to trace the origin of their individual names. To do this, students should consult parents and other relatives, examine family records, and make use of other available sources of information. Ask each student to indicate the changes in his name if he had a choice. Explore the reasons for these changes. Have the class cite examples of strengths suggested in the origin of each name considered. Note: Some students may not be able to trace the origin of their names. Take all possible steps to avoid embarrassment.

TITLE	PURPOSE	LEARNING ACTIVITIES
3. SHAPING ATTITUDES	To improve self-concept through observing that physical make-up does not necessarily enhance nor limit a person's capabilities	Examine with students examples of figure sculpture used by several cultural groups. Look for the type of material used and the mood or feeling conveyed. What symbols are used to represent character, ranks, or role? What features of the human figure are emphasized and for what reasons? What was the purpose for creating the sculpture? Have students sketch a design, and with the use of ivory soap, paper maché, clay, or similar materials, create an original sculpture of the body. Use a fellow student as a model to create the sculpture and evaluate the projects in terms of mood, emphasis, effect on the observer, and value and diversity of the human body in relation to strengthening one's capabilities.
4. DIVERSITY IN THE DEVELOPMENT OF OUR LANGUAGE	To recognize that language is a constantly changing phenomenon which has evolved from many diverse sources	NOTE: It is suggested that the series of activities which follow involve several subject matter areas (English, social studies, industrial arts, foreign languages), and that student involvement in some of the activities by one department may proceed simultaneously while other departments engage in other aspects of the suggested learning experiences. Depending upon the availability of time, teacher background, and accessibility of materials, teachers may choose from the series of activities suggested to her, those which are most appropriate to their situation. As students increase their knowledge, the teacher should have them keep a record of their findings in a folder, which can serve as a quick reference as they apply their learned knowledge. Certain works of literature are included in this activity. These works are used as representative styles of the language of the time. Several lines of each will be sufficient to serve this purpose. Further, it is suggested that whenever possible, recordings, tapes and oral readings be used to strengthen the listening skills of the student. These literary examples are *not* intended for an in-depth study at this level; rather, they are for clarification of the language styles. Read to the class "You, Andrew Marvel" by Archibald MacLeish. Give students a blank map of the world. Have them investigate the geographical places which are mentioned in the poem and mark them on their maps. (The dictionary gazeteer will serve

(continued)

TITLE PURPOSE LEARNING ACTIVITIES

as an adequate source of information about these places.) Read to the class or show on the opaque or overhead projector excerpts from "To His Coy Mistress" by Andrew Marvell. Students should begin to keep a time line beginning with Ecbatan in Persia and progressing forward in time. They should enter Andrew Marvell, the poet, on their time lines. Initiate a class discussion centered around the language of the two poems. The students will recognize that the style and form of the language in the two poems are different. The students will learn that several factors (progression of time, historic influences, and geographic differences) have brought about the changes.

Have the students research the Indo-European Language Tree to observe the influence other languages have had on our own. Record excerpts which are considered representative of the age. (Refer to NOTE regarding application of literary materials.) Samples:

Pre-American:
  Beowulf
  Geoffrey Chaucer
  William Shakespeare
  Jonathan Swift
American:
  Diaries of Colonists
  Benjamin Franklin
  Mark Twain
Modern:
  Churchill and Truman - comparison
  Richard Brautigan
  e. e. cummings (author's preferred spelling)

Based on the student's knowledge of the Language Tree, the shop department could take over the construction of a tree. Construction of the tree could follow this pattern:

- Roots to show that Indo-European language is based on other languages and cultures
- Trunk to be labeled Indo-European
- Limbs to be labeled according to the nine

(continued)

linguistic branches to the tree
Establish a correlation between the Tree and the poem by Archibald MacLeish.

Have each student begin an imaginary trip from Ecbatan (ancient Persia). He should record such items as the language he is using, his writing materials, his mode of transportation, and the people among whom he travels. As the trip progresses toward the present, have the students make the necessary notations on their time lines and maps. They may also wish to use shading on their maps to denote areas of strong linguistic influences. When the study reaches Old English, a list of German words (High German) should be supplied for analysis.
Sample words:

gross - gross	beginnen - begin
morgen - morning	buch - book
kommen - come	lernen - learn

The student should associate the words with their corresponding English cognates. Use this exercise with Latin cognates when the student "reaches" the Roman Invasion and with French cognates when the student "reaches" the Norman Invasion. Language classes could be directly involved if students are taking a foreign language. Having reached Old English, begin using literary branches to represent the subdivisions of the tree. Unlabeled branches should be added to show that the language is still growing.

Explore with the students a typical teenage magazine. Count the number of times words of recent foreign origin occur. Words such as *hamburger*, *fritos*, *sauerkraut*, and *chili* may be cited. Have the students trace the etymology of the words based on their newly acquired knowledge of the Language Tree. They might do the reverse with a French or Spanish language magazine to discover which words are borrowed from English. Assist students in developing a teenage conversation which utilizes words borrowed from several languages.
Reference: Records "Our Changing Language"
"Americans Speaking"

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TITLE	PURPOSE	LEARNING ACTIVITIES
5. LINGUISTIC PLURALISM IN THE UNITED STATES	To identify the problems and the richness of linguistic pluralism in the United States through an examination of its dialects	Show the class pictures of a number of objects and have them indicate what they would call them. Sample answers - depending upon the section of the country from which a person comes: fossnock (South), fried cake (Midwest), cruller (New York City), doughnut (other places) spigot (South), water faucet (other places) spider (Midwest), skillet (South), frying pan (other places) pulley bone (South), wishbone (other places) piazza (South), stoop (New York City), front porch (other places) bellity bump (Indiana), belly kuhchunk (New London, Connecticut), boy fashion (upper Midwest), scooting or head foremost (Louisiana), belly-whopping (New York City) apple Jonathan (Rhode Island), apple John or Betty (Midwest) apple grunt (Plymouth, Massachusetts), apple slump (Narragansett Bay area), deep-dish pie (other places) rareripe (Eastern New England), onion (other places) pop (Midwest, West, or South), soda or soft drink (East) tonic (New England) paper bag (East), sack (Midwest), poke, tote (South)
		Draw from the class's knowledge of United States history to have students suggest the possible origins of the migrations in each of the three main dialect areas of the United States (Northern, Southern, Midland). Help the students to analyze and gather information concerning the reasons for the differences among the dialect areas of the United States. Some reasons might be: - Migrations from England - Isolation of different areas as a result of geographic barriers, long distances, slow transportation, and poor communication - Direct contact of such port cities as Annapolis, Boston, and New York with London during the colonial period in America - Migrations within the United States

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TITLE

PURPOSE

LEARNING ACTIVITIES

Have students listen to excerpts from pieces of literature typifying the various dialect areas. The teacher may use excerpts from records or tapes for this purpose. As students listen, have them note differences in pronunciation, vocabulary, and grammar. Point out the relationships between the various dialects to the parent language and emphasize a feeling of pride one should have in his own dialect. Some of the following examples may be used:

Northern: Recordings of John F. Kennedy's voice
  Robert Frost, "Death of a Hired Man"
  James Russell Lowell, "Biglow Papers"
  Damon Runyon, "More Guys and Dolls"
Southern: Recordings of Lyndon B. Johnson's voice
  Stephen Benet, "The Mountain Whippoorwill"
  Mark Twain, "The Celebrated Jumping Frog"
  Recordings of Harry S. Truman's voice
  Sidney Lanier, "Thar's More in the Man Than Thar is in the Land"
Western: Eugene Fields, "Seeing Things"
  Recordings of Dwight D. Eisenhower's voice
  James Whitcomb Riley, "When the Frost is on the Pumpkin"
Differences within Dialects:
  Lucy Furman, "Ballad of Kent and Fallons" (Kentucky Mountains)
  Elsie Singmaster, "The Belsnickel" (Pennsylvania Dutch)
Use of recording, "Mend Your Speech," to help students:
  - Recognize the standards of speech acceptable by most Americans, regardless of the dialect area involved
  - Recognize the contributions made by the various dialect areas to the making of present-day American English

Using a tape recorder, record examples of speech used by students or teachers in the school who represent various sections of the country. Apply previous learnings to analyze reasons for the differences and to draw conclusions concerning the contributions which all sections made to the richness of our language.

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TITLE	PURPOSE	LEARNING ACTIVITIES
		Reference: Malmstron, Jean and Ashley, Annabel. Dialects U.S.A. Shuy, Roger M. Discovering American Dialects
6. ANOTHER MYTH	To dispel the myths about the American Indian	Organize the class into four hypothetical tribes of American Indians. Fictitious names for the tribes may be used or actual names may be given such as Sioux, Cherokee, Copper, or Chippewe. Have each group develop ideas for a presentation which could reveal a typical day in the life of that tribe. Presentations could depict the tribe and its religion, government, customs, foods, dance, music, or folklore. Following the presentations, direct the students to engage in research from library sources, filmstrips, records, and films to gather facts about the differences and likenesses among the various tribes. Compare these with the ideas illustrated in their original presentations. Follow this comparison with a second presentation which demonstrates the differences between their original ideas and those gained from their research. Examples of such ideas could pertain to: The peaceful aspect of Indian life Life in harmony with the natural environment Music as a function and a way of life Shamon as the power of government on the East coast of North America Role of the medicine man in the Northwest as a healer and as a preserver of social traditions Use art and industrial arts classes to make models of wampum belts used by the Indian tribes. How do these compare with the barter system which the colonists used? Assign the class to view a Western on TV or with the use of a recorder, tape a commercial advertisement which depicts Indian life. Compare the ideas which these advertisements suggest with those portrayed in comic books. Conduct a discussion in which the students summarize the myths which the TV story, advertisement, or comic strip illustrate. Summarize the misconceptions and give supporting facts to dispel them. Have students use the writing skills to develop their ideas in paragraph, poetic, or some other creative form. In summarizing their learnings, they might use a topic such as "What I Thought

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TITLE	PURPOSE	LEARNING ACTIVITIES
		Indians Were, But What I Now Know They Are." References: Kluckhohn, Clyde. Navaho Witchcraft Hofsinde, Graywolf. The Indian Medicine Men
7. THE LAND: THE ROOT OF CULTURAL HERITAGE	To analyze the effects of the natural environment on the life styles of different ethnic groups	Arrange for students to study the effects of the geographic environment on clothing, eating habits, occupations, architecture, and other aspects of the life of different groups in the same geographic regions. Using maps, transparencies, pictures, and other visuals, have students give oral presentations which are based on library research. Have other students report the contributions and changes which different ethnic groups made in their new homes in America. Correlate this with a study of the soil and climatic conditions (i.e., how the growing of some crops can cause soil erosion, or how the topography of the land is conducive to certain crops). Students might make a clay or paper maché project to illustrate their findings. As a follow-up, conduct a field trip to such places as the Museum of History and Technology in Washington, D. C. to examine a display of the cultural contributions of ethnic groups in America.
8. RESOURCE-FEST	To utilize people who represent various ethnic backgrounds as effective classroom resources	Invite persons to speak to the class to discuss the traditions and customs of their ethnic groups. The teacher should make use of any available school and community resources, including persons who represent various groups (e.g. faculty members, students, parents) who have had travel experiences. Other sources could include: Panel of American women Foreign students Exchange teachers Foreign government representatives Bureau of Indian Affairs Military personnel Ambassadors Following the presentation by persons from these groups, engage the students in a roundtable discussion of changes in their attitudes toward ethnic groups. Pose the following question: How did the traditions and customs of various groups contribute to our American heritage?

TITLE	PURPOSE	LEARNING ACTIVITIES
9. AMERICANS IN ACTION	To demonstrate one's knowledge of different ethnic groups by developing creative activities	Using the information gained from pictures, paintings, research, and presentation about several ethnic groups, organize the class into groups to create a series of illustrations to depict the activities of various groups. In preparation for this, students might develop activities similar to the following: Art - use appropriate designs to create a mural which depicts various ethnic groups in America Industrial Arts - create a three-dimensional border as an extension of the mural Music - analyze, interpret, and learn songs such as "I've Been Working on the Railroad" English - analyze and interpret such literary works as "I Hear America Singing" - Whitman; "Let America Be America Again" - Hughes; or "Chicago" - Sandburg
10. SYMBOLISM IN MATHEMATICS	To explore the history of mathematics and the varieties of symbolic systems in ethnic groups	Arrange learning stations which may enable students to do the following: - From a display of mathematics textbooks in different languages, point out the universality of some symbols now used in mathematics. - Trace the history of mathematics in the Western world by studying Greek, Egyptian, Babylonia, and Arabic contributions. - Identify the nationality and the contribution to mathematics of the following: Nicolaus Copernicus Pierre de Fermat John Napier Sir Isaac Newton Euclid Johann Kepler Rene Descartes Henry Briggs Aristothenes Gottfried Wilhelm von Liebowitz Do arithmetic calculations in different symbol systems. Develop a systematic flow chart with guide sheets to help students move from station to station as they increase their understandings. Have them make a display of the different kinds of notational systems, comparing the advantages and disadvantages of each.

TITLE	PURPOSE	LEARNING ACTIVITIES
11. DOLLARS AND DECIMALS	To identify the different monetary systems used by ethnic groups	Ask students to collect coins and bills from different countries or make facsimilies of them for a display. Use arithmetic to compute exchange rates and the cost of an item in the money of different countries. Discuss monthly budgets for family support in the community. Try making budgets to cover priorities (first decide what the priorities are) for incomes at different levels. (The teacher should include the local welfare monthly allowances without labeling them as welfare - just one level of income.) Students need to find out the cost of necessary items. Make budgets in the money of another country. Someone who has lived recently in another country could visit the class and help determine the prices in relation to local items.
12. MEASURE FOR MEASURE	To distinguish the differences among various systems of measurement and to identify the contribution of each	Have the students make a display of liquid and volume measures (i.e., quart, cup, pint, gallon) and compare these with the metric liquid and volume measures (i.e., cubic centimeter, liter). Make a similar display comparing English weight units. Ask the class to compare the length measurements of the two systems and to investigate the origins of each. Students may: - Discuss how people measure amounts of land in different countries. - Compare Fahrenheit and Centigrade measures of temperature. - Estimate lengths, weights, and volumes using the metric system everywhere. What are the obstacles to its use in the United States? - Describe what would happen if some of these systems did not exist. - Research the English currency conversion to the decimal system. - List the advantages and disadvantages of conversion to the metric system in the United States.
13. KEEPING UP WITH TIME	To discover how different calendars and seasonal variations throughout the world affect members of ethnic groups	Enable students to study and make displays of various types of calendars: Aztec Calendar Julian Calendar Gregorian Calendar Stellar Calendar Lunar Calendar Solar Calendar

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TITLE	PURPOSE	LEARNING ACTIVITIES
		Jewish Calendar Perpetual Calendar Proposed World Calendar Chinese Calendar Students should find out the time of sunrise and sunset during seasons and in various latitudes. Discuss the ways of life that are conditioned by the length of the day at different latitudes in other countries. Have the class plan hypothetical airplane trips to different places, calculating the time of departure and arrival versus the elapsed time, the season and length of day at the destination, and the climate and clothing needed on the trip. The airlines are excellent sources of information. Reference: Hawkins, Gerald. Stonehenge Decoded
14. PATTERNS IN DESIGN	Demonstrate the universality of nature as a source of design pattern in different cultures	Ask the students to gather materials from nature and sketch basic shapes in nature. Have them select designs from different cultures and show their relationship to nature. Examples of symbols from nature: On flags In religious ceremonies Of political parties In art In numbers In writing In music Note the basic similarities and differences in the designs and symbols of different ethnic groups and the origin of these symbols in the shapes of nature. Reference: Mead, Margaret. Symbols Speak Their Own Language
15. WOODCRAFTS	To recognize that people from all over the globe contribute to our knowledge and use of wood	Arrange a display case of wood materials and woodcrafts from around the world. If possible, include samples or pictures of tools used in working with these materials. Samples: Brazil - rosewood Central America - mahogany California - redwood Georgia - pine Japan and Indonesia - sandal wood India and Africa - teakwood, bamboo, and ebony

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TITLE	PURPOSE	LEARNING ACTIVITIES
		Locate on a map the origin of these materials. Discuss the methods of woodworking procedures in other cultures. Allow each student to select a culture; using a material from that culture and similar tools, have him make his own model.
16. ETHNIC ORIGIN OF PLACE NAMES	To recognize the multi-ethnic influence on the naming of places	Provide the class with a list of names of places in their community and state. Have the students analyze the names in terms of their ethnic origin. Examples: Pulaski Highway (Polish) Patterson Park (English) Kennedy Highway (Irish) Susquehanna River (Indian) Reisterstown (German) Baltimore (Irish) Lafayette Square (French) Havre de Grace (French) Conowingo Dam (Indian) Texas (Scottish) Discuss the groups represented by these place names. Categorize the names by ethnic groups and ask the class to suggest others for each category. Draw conclusions concerning the reasons why some groups (e.g., Italians, Jews, and blacks) are under-represented. Is this situation changing? Based on library research concerning the circumstances which led to the naming of specific places, use the skills developed in mathematics to help students compile their information in graphic form. Have them construct models in industrial arts to depict some of the places studied. Reference: Jessup, Jennie E. The Origin of Names in Baltimore County
17. ETHNIC INFLUX IN AMERICA	To obtain information on ethnic groups which migrated to America	Use the sound filmstrip "Minorities Have Made America Great" to familiarize students with the ethnic groups which live in America. Have them record information on the three major periods of immigration in United States history. Include examples of persons who make contributions in such areas as music, art, science, economics, sports, the theater, literature, TV, movies, and government. Cite problems encountered such as those relating to food, customs, job opportunities, and language.

(continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		Have students make graphs showing the number of persons represented by each group in the various periods. Compute percentages by comparing the number of persons from each group who came during the different periods. Discuss the reasons why there were differences in the number of persons represented. Reference: Finkelstein, Sandifer, and Wright. Minorities, USA.
18. ETHNIC INFLUENCES	To discover the influences of the settlement patterns of ethnic groups in the American way of life	Using letter writing skills, allow students to write letters to the local or state Chamber of Commerce, Historical Society, State House at Annapolis, Counsel for Tourism in Baltimore City, or embassies to gather information on ethnic origins. Choose the best letters and send them to the different places. Based on information gathered, plan a field trip to a community where persons from various groups have settled. Film aspects of the community life (e.g., dress, food, buildings, economic activities, recreation facilities, customs) and conduct a series of interviews to ascertain why persons moved to a particular locality. In conjunction with art and industrial arts classes, students might construct a model of a community whose makeup portrays the predominance of a particular group or a community which comprises several groups. Examples: Chinatown — Pennsylvania Dutch Area The Amish Country — Columbia Highlandtown — Little Italy Guide the class in drawing conclusions on the influences which various ethnic groups have had on the American way of life. Reference: Huthmacher. A Nation of Newcomers.
19. COMPUTING COMMUNITY COMPOSITES	To identify the ethnic diversity of communities through a statistical study	Have students compose a questionnaire to poll the school population about the national or ethnic background of their parents and grandparents. The teacher could guide the students in compiling the statistics to show the numbers and percentages of people from various nations, continents, and ethnic backgrounds. In a school where the backgrounds are very similar, the discussion can lead to the conclusion that all of the students are descendents of those whom came from another country. If schools in different communities exchange the information gathered, students can become aware of the ethnic diversity in different parts of the State, as represented in rural and urban areas.

TITLE	PURPOSE	LEARNING ACTIVITIES
20. FOOD FEST	To become acquainted with other cultures through the foods of various ethnic groups	Have students research the background of foods used by various ethnic groups. On the basis of their findings, assign them to make a recipe book. Have students study the plants, ingredients used in the foods storage, and preserving techniques (e.g., drying, refrigeration, fermentation, additives) and the possible effects these have on the body. Use physical education classes to analyze the relation of physical activity to the types of foods consumed. Ask the students in a home economics class to select some typical recipes of various groups and prepare foods for a food fest. Have students write a reaction to the foods included in the fest and explain how they helped to enrich their understanding of other cultures. Other related activities may include: Earing tools Tableware Rituals Reference: Frazer, Sir James. The Golden Bough.
21. IMPLICATIONS OF PREJUDICE, BIAS, AND DISCRIMINATION	To prevent prejudice by recognizing that positive attitudes may help discover the truth whereas negative attitudes may distort it	Have the class view the film "Black and White: Uptight" or the sound filmstrip "Man: A Cross Cultural Approach" to introduce the concepts of *prejudice, bias,* and *discrimination.* The class should differentiate between fact and opinion in order to discover the close relationship between these terms, to note how they are depicted in the visual material, and to discover how bias, prejudice, and discrimination originate. Have the class analyze the reasons for the practices of bias, prejudice, and discrimination and the effects they have on others. Select a word which has a beautiful connotation. Arrange for the industrial arts department to cut a piece of steel which students may use to mirror their reflections as they say the word. Use a different word and have each student call the word with contempt. The students should look into the mirror to compare the impact this has on them. Draw conclusions concerning the attitudes which are reflected in what a person says and how he uses words. What lessons may be learned from what one does not say?

TITLE	PURPOSE	LEARNING ACTIVITIES
		Explore with the students their ideas on questions such as the following: "What are some of the facial expressions which your friends use? Your teacher? The person in the next seat? The vice principal or principal of the school?" "What do you think they mean when they use these expressions?" "How do you think these expressions reflect feelings intended by the person?" "What danger may arise from misjudging the feelings and attitudes of others by their expressions?"
		Use sample greetings to show the way they influence feelings and emotions. Show how the absence of a greeting or response affects emotions and feelings. Conduct a discussion concerning how positive attitudes may help to discover the truth whereas negative attitudes may distort it. What relationship does this have to the prevention of prejudice?
22. EXAMINING DISCRIMINATION	To examine discriminatory employment practices in our country	Organize the class to locate material about Negroes, Poles, Indians, Irish, Chinese, Jews, Chicanos, Puerto Ricans, Japanese, or other groups who have experienced difficulty in obtaining employment. Students should use the results of their findings to report the difficulties which members of these groups have experienced in seeking and gaining employment. Develop a role playing activity in which students set up mock interviews with personnel managers wherein candidates have all the necessary qualifications except the "right" color, religion, sex, or age. The class should then examine the excuses the "employers" give to justify these unfair practices. Compare their excuses with the provisions of the Fair Employment Practices Laws (state and federal). Have students gather information on executives who represent different ethnic groups in the major corporations in the nation. In addition, invite personnel leaders to discuss employment practices. Students might analyze the words expressed in pieces of literature such as Langston Hughes: "Let America Be America Again," Stephen Vincent Benet's "I Have Fallen in Love With America," or Walt Whitman's "I Hear America Singing" and compare the ideals expressed in this literature with what happens in actual practice.

TITLE	PURPOSE	LEARNING ACTIVITIES
23. NON-VERBAL COMMUNICATION: PANTOMINE	To recognize the universality of gestures, emotions, and facial expressions of various cultural groups	Compile a list of human emotions, facial expressions, and gestures, and the accompanying ideas they convey. Some examples could be a smile for happiness, a scream for pain, a cry for sadness, an embrace for friendship, or a handshake for a greeting. Help the class analyze the meanings of the examples. Foreign language students could role play a similar incident using the language and imitating the gestures and facial expressions of different language groups. Their presentations could be shared with non-foreign language classes to demonstrate the universality of emotions, facial expressions, and bodily gestures among many groups of people. Reference: Film, Five Aspects of Pantomiming.
24. EPITHETS	To discover the different emotional connotations and meanings that some words have among different groups of people	Compile with the class lists of words that have emotional connotations for some people. Have the students trace the origin of these words through library research and discuss their findings in terms of the reasons why the words arouse such strong emotions. Examples of some emotion-charged words: boy — wop punk — dago hunky — chink kike — gook greaser — pig nigger — pollack mammy — girl professor — limey uncle — frog dude — kraut "you people" — spic
25. EFFECTS OF LABELING	To investigate the effects of "labeling" on attitudes	Have the students taste various unidentified foods, such as rattlesnake meat, pig's feet, ugli, frog legs, terrapin soup, fish eggs, chocolate ants, and seaweed. Note individual reactions. Reveal cards of identification. Discuss class reactions to labels. - Which of the foods that you thought you didn't like did you really like? - Which of these foods would you purchase? (continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		- What difference did the label make? Have the students discuss the idea that labeling influences a person's attitudes. Extend the discussion to show that a relation exists between the above activity and names of people, names of groups, and names of minorities (e.g., flower people, hippies, juveniles, and janitors). Students should note connotations in relation to attitudes, bias, and discrimination.
26. OPENING DOORS	To recognize how a choice of housing is restricted for ethnic minorities	Survey the class to find which students are new to the community. If some students have moved into a different community, have them relate how they felt, how long it took them to get adjusted, and the barriers they had to overcome. Examine the problems of different ethnic groups in light of these student experiences. Using this as a springboard, involve students in one or several of the following learning experiences: - From the Human Relations Council of the county or state, obtain information on discrimination in housing for minority groups. - Invite PAW (Panel of American Women) to discuss housing restrictions and other forms of discrimination. - Ask real estate brokers about their policies regarding integrated housing. - Study the Supreme Court ruling on fair housing. - Find out the local laws regarding housing restrictions and the availability of services - roads, water, sewers, fire, and police - to *all* the residential areas of the community. - Role play a realtor who is prejudiced. Analyze the reasons he gives for denying equal housing opportunities to persons of all groups. - Bring together the findings in a simulated legislative session in order to seek solutions that are non-discriminatory. References: Local Panel Coordinator of PAW: Mrs. Bertram Gordon 3504 Seven Mile Lane Baltimore, Maryland 21208 A/C 301-764-0807 (continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		To Schedule a Panel Presentation, Please Call: Mrs. Charles Obrecht A/C 301-532-7865
27. LITIGATION AND IMMIGRATION	To identify the legal procedures involved in the immigration of different groups	Have the students gather information on current procedures for entry into the United States. Some possible sources of information are: - Justice Department - Immigration and Naturalization Service, Raymond F. Farrell Commission, and Bureau of Immigration Appeals, M.A. Roberts, Chairman - Department of the Treasury - Bureau of Customs, Myles J. Ambrose, Commissioner - Department of the Interior - Port Authority, Baltimore City - Port Administration - Pier 2, Pratt Street (Telephone 382-5700) Have the students utilize their information by establishing a situation such as a classroom in adult education, citizenship classes, or point of entry in which numerous ethnic groups are represented. The situations should portray the group as seeking admission into the United States and should illustrate the legal aspects of immigration and naturalization.
28. CONDITIONS OF SERVITUDE	To discover some of the causes of the chasm between the ideals and the realities of our democracy	Have the students research the inferior status of various ethnic groups, such as the blacks, the American Indian (Amerind) and the Oriental. Have the students compile the research into individual and/or group reports. After the reports are given, ask the students to discuss such questions as: (1) Why were the early indentured servants allowed to work to be released from their bond? (2) Why was the practice of allowing blacks to complete their indenture stopped? (3) Why were the American Indians considered undesirable as slaves? (4) Why were the Orientals considered an inferior race? (5) Why were the blacks gradually denigrated to a position of chattel slavery? (6) What role did religious leaders and their church groups play in the classifications of Orientals, Negroes, and American Indians as "heathens," "barbarians," or "savages?" Have the students draw conclusions and develop ideas to answer the question: What can I do to eliminate or to lessen the chasm between the ideals and the realities of our democracy? (continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		Reference: Rose, Arnold. The Negro in America.
29. THE POSTURE OF DISCRIMINATION	To recognize the effects of the impositions of a dominant culture on an ethnic group by examining the attitudes and problems of those who have had to endure drastic changes in their way of life because of discrimination	Organize role playing situations in the form of short dramas, dialogues, or plays written and performed by students. Study carefully the situations to be portrayed in order to present as accurate an impression as possible. To prepare for this, students might: - Research the attitudes of the Indian of today and the Indian of the past toward Westward expansion and its effects upon him. - Locate information concerning the attitudes of Indians who live on the reservation. - Explore the plight of the Irish immigrant. - Compare the plight of the black man during Reconstruction with the plight of the black man today. - Locate information concerning the attitudes of the "Oriental labor force" in the latter part of the nineteenth century in the Western states and the experiences of the Japanese-American imprisoned during World War II in America. - Analyze the problems encountered by the Mexicans who chose to live in the territories acquired by the United States after the war with Mexico and compare the results with the problems of the Mexican-Americans today. - Re-enact an actual school situation involving the interaction of members of different ethnic groups. An example might be a black principal or a white vice-principal who is confronted with student dissidents from various ethnic groups. Discuss the commonality of the problems shared by these ethnic groups when a dominant culture is imposed upon them and the consequences of their struggle to survive.
30. SEEING THROUGH THE EYES OF ANOTHER	To build empathy for members of ethnic groups	Involve each student in one or several of the following learning experiences: - Reading a book by a member of a minority group about himself or his group. (continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		- Exchanging visits, cultural exchanges, or live-ins for those who can arrange them. - Touring industrial centers or places of work. Provide an opportunity for students to compare their findings by discussing: - What experiences did they have? - How are the experiences of members of various minority groups alike? How are they different? - How did their experiences give them new insights into different ethnic groups? Assign each student to keep a continuing diary or log of the person he visited to reinforce his feeling of empathy for other people.
31. DONNING THE MANTLE OF ETHNIC GROUPS	To stimulate a feeling of acceptance in the individual student for ethnic groups	This activity will stress the knowledge of dance and costumes among ethnic groups. Home Economic students will design, make, and model a native costume. Students will research to find the reasons why this is a native costume and not a stereotype. Students will study, practice, and learn various kinds of representative dances and rituals. If available, a guest speaker might aid in this learning activity. - An assembly to coordinate the joint efforts may be given. - Students present their knowledge in an assembly which may include a fashion show, or dancing with participants wearing appropriate costumes and with an explanation of the dances and costumes by a student moderator. Where foreign dances are used, it is suggested that the moderator utilize foreign words and phrases to facilitate an understanding of the dances.
32. COMMUNITY PLANNING	To examine the problems of our cities and to propose a plan which would create a humane environment for human living	Have the students take a walking tour of their own community with a critical eye for congestion of traffic and closeness of buildings, provision for park and school space, health facilities, and cultural centers. Ask the following questions: How do slums develop? What is the effect of ghettos on the people who are trapped in them? Why do they persist? Visit Columbia, Maryland, and take a tour of the city. How is (continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		Columbia planned for an ecologically balanced environment? Does it fulfill the dream of the ideal city? In social studies and industrial arts classes, have the students plan an ideal city or suggest ways in which they would remodel their own community to provide ideal living conditions for its residents at all economic levels.
33. SOCIAL COMMUNITIES	To identify the similarities which exist in the social organizations of ethnic groups	Have the students observe the organization of an ant community. As they observe, ask them to note how a cooperative effort brings about strengths within that community. From the data gathered, students should list examples and draw conclusions about the cooperative efforts illustrated. Have the students compare a community of insects with a community of different groups of people. Examples: The diverse people of the Slavic culture The tribes of the African Family culture The myriad number of American Indian tribes The families of Chinese or Jewish cultures Use this comparison to help students cite the differences within each group and identify the similarities which bind the group into a unit. Compile a list of the ways in which differences within a group may be sources of strength. Organize the class for the purpose of planning a course of action through which members of different ethnic groups may more effectively contribute to the strength of American communities. Examples: Equal job opportunities Involvement in political affairs Improvement in the quality of education References: Josephy, Alvin N., Jr. The Indian Heritage of America. Josephy, Alvin N., Jr. The Horizon History of Africa.
34. CREATING HARMONY AMONG GROUPS	To recognize that creative powers exist in all ethnic groups	Have students in science classes investigate the experiments performed by Pythagoras. Have them conduct the experiments of Pythagoras. Bring to the class information on the theory of the "Harmony of the Spheres" attributed by Aristotle to Pythagoras and his followers. Use taped portions of Music of the Spheres by Guy Murchie which relate to Kepler. Arrange for the class to listen to "The Planets" by Holst. Use the (continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		ideas which the students have gained for a consideration of these questions: - How did Kepler produce music to develop the theory of harmony proposed by Pythagoras? - How did Kepler inspire Holst to create "The Planets"? - How may the idea of harmony suggested in these works be applied to harmonious living among people? - What suggestions does it imply concerning the idea that, despite differences among people, each person can contribute toward more harmonious living and yet maintain his uniqueness? - How do the ideas of Kepler, Holst, and Pythagoras compare with those of a present-day ethnic leader such as Martin Luther King as expressed in "I Have a Dream"? Assign the class to interview planners or government officials at the local or state level to find out their plans for trying to achieve goals such as those suggested by Martin Luther King. The students might conduct a school opinion poll to discover what persons think the local or state government is doing. Have them develop a proposal to present to government officials concerning future action which they should take.
35. ON THE OTHER SIDE OF THE SCALE	To participate actively in solving problems which arise from conditions as exemplified in various court decisions	Have the class examine cases similar to the following in which members of minority ethnic groups tested their rights before the courts: - *Miranda* versus *Arizona* (Mexican American: right to counsel) - *Mapp* versus *Ohio* (Negro: Searches and seizures) - *Braunfeld* versus *Brown* (Jews: freedom of speech) - *Bond* versus *Floyd* (Negro: freedom of speech) - *Plessy* versus *Ferguson* (Negro: equal protection of the law) - *Everson* versus *Board of Education* (Roman Catholic: freedom of religion) - *Brown* versus *Board of Education* (Negroes: equal protection of the law) - *Wisconsin* versus *Yoder* (Amish: freedom of religion) - *The Dred Scott Decision* (Negroes: equal protection of the law) (continued)

- *Edwards* versus *South Carolina* (Negroes: freedom of assembly)

Have the class note and discuss:

Circumstances leading to the case;
Decision of the court;
Interpretation of the basic constitutional rights of all individuals through court decisions;
Influence of preceding cases, changing times, background, and outlook of justices on the decisions;
Effects of decisions on intergroup relationships;
Evaluation of minority Supreme Court opinions to majority opinions.

Assign the class to explore news media for cases involving ethnic groups which are currently before the courts. Based on a study of court procedures and trips to the local, state, or federal court houses to determine how cases are tried; plan for the class to:

- Choose a case in the news which has not yet been decided. Ask the students to develop ideas for a presentation concerning how they think the case should proceed. They should select members of the class to act as judge or justices, attorneys, defendants, plaintiffs, witnesses, and jurors (if required). The class may choose to have the presentation of their case begin in a lower court, proceed to the appellate court, and culminate in the Supreme Court. When the court hears actual cases, have the students compare the real decision with the predicted one in their mock trial. They should analyze reasons for the similarities or differences between what happened in their own mock trial with that which took place in the real case.

Ask the class to identify issues on which action could be taken before cases which involve the issues reach the courts. Examples could include busing, housing, welfare, employment, equal representation in government, or dress codes. Have the students participate in one or several of the following:

(continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		- Conduct community surveys or develop public opinion polls to canvas the feelings of the citizens on the issue. - Interview local, state, or federal officials to learn what is being done. - Write letters to the editor of the local newspaper in an attempt to influence public opinion. - Organize action groups to speak to local organizations or to lobby before a legislative session in an attempt to influence legislative action. - Write a bill to be sent to local, state, or federal legislators for their consideration. Students should evaluate the action they have taken in terms of its influence. References: Quigley, Charles. Your Rights and Responsibilities as an American Citizen. Quigley, Charles. Conflict, Politics, and Freedom. Shapiro, Alan. (SRA) Rights. Oregon State Bar. Liberty and the Law. A.E.P. Liberty Under Law. Parker, Donald. Civil Liberties. Saturday Review. (January 15, 1972)
36. MULTI-ETHNIC BAZAAR	To share what has been learned about ethnic cultural experiences	Have students participate in an interdepartmental project for the benefit of the whole school. After projects which represent various cultural groups have been finished in each class, combine the results in a multi-ethnic bazaar. Examples of projects: - Traditional fashions of ethnic cultures - Home Economics Department - Variations of tools of different cultures - Industrial Arts - Folk Dances and games of different cultures - Physical Education - Examples of ethnic contributions to art - Art Department - Medical achievements by people of different cultures - Science - Display of evolution of mathematical symbols - Mathematics (continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		- Foods of different cultures - Home Economics - Poems of various ethnic groups - English - Songs of different cultures - Music - Language spoken - Foreign Language - Religion, economic practice, and government of the cultural group - Social Studies
37. THE FACE OF AMERICA	To discover that the growth of America resulted from the strength and diversity of ethnic groups	Based on information gained about ethnic groups who have contributed to American life, build a composite "Face of America" to reflect the contributions made by each group. Explore the ideas concerning the groups which could symbolize various strengths of our country and the sections of the country in which these strengths are portrayed. Have the class make an evaluation of the symbolism used. Have them determine whether one particular characteristic may be solely associated with one given group, whether some characteristics are more predominant in some groups than in others, and whether there are some characteristics which all groups have in comm[illegible] Discuss how this has contributed to the strength of our country. Suggestions to direct learning experiences from Musical: The Face of America, into a performance: For stage: large background map of United States of America Select folk or pop music from current 45's that will suggest each area. For example: Folk - "The Birch Tree" - vocal "The Sword Dance" - instrumental and dance Pop - current selections As each area is represented by music, song, and dance, each portion of the face that the music represents may be placed on the map. Finale: All members of the cast on the stage before the "Face of America" might sing "This Land Is My Land." This activity could be presented to the community.

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LEVEL III -- Theme I

A. Books

AEP. Glory Road. (Black Experience in America Series.) Columbus, Ohio 43216: Xerox Family Education Services, Education Center, Xerox Corp. 1971.

Relates the story of black progress during the grim 1930's and the turbulent 1940's.

Austin, Letti J.; Fenderson, Lewis; and Nelson, Sophie. The Black Man and the Promise of America. 1900 East Lake Avenue, Glenview, Illinois 60025: Scott, Foresman and Co. 1970.

Provides an historical, social, and literary perspective reflecting the complex interaction of many forces in black and white human relationships. Helps the student understand the origin and the growth of some of the stereotyped concepts and traditional attitudes which have contributed to communication barriers between color-conscious Americans.

Bassiouni, M. Cherif, and Thelcla, Shiel. Youth and the Law. (Justice in Urban America Series.) 1 Beacon Street, Boston, Massachusetts 02108: Houghton Mifflin Co. 1970.

Considers the role of young people in the family and in the community. Projects the nature and the growth of delinquency and the function of the juvenile court system.

Brooks, Charlotte. ed. The Outnumbered. 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, New York 10017: Delacorte Press. $.60. 1967.

Provides a series of stories, poems, and essays about minority groups. Shame, horror, anger, sorrow, pride, joy, humor, love; all are elements in the lives of the outnumbered. A large part of the human side of our country's history is poignantly told by these illustrious writers.

Butwin, Frances. The Jews In America. (The In America Series.) 241 First Avenue, North, Minneapolis, Minnesota 35401: Lerner Publications Co. $3.95. 1969.

Treats the Jewish experience in Central and Eastern Europe and their American experience in the twentieth century.

Center For the Study of Instruction. Man As Individual. (The Sources of Identity Series.) 757 Third Avenue, New York, New York 10017: Harcourt, Brace, Jovanovich, Inc. 1973.

Develops the capacity of an individual to grow and adapt to his environment in light of his own individual characteristics.

A. Books (continued)

Finkelstein, Milton; Sandifer, Jawn; and Wright, Elfreda S. Minorities U.S.A. 175 Fifth Avenue, New York, New York 10010: Globe Book Co., Inc. $3.95. 1971.

Explores one of the most serious problems facing our country - the problem of equal treatment for all American's. Each unit tells the story of a different group. It relates those parts of minority history that best explain the great problems each group has faced.

Gregory, Dick, with Robert Lyssyte. Nigger: An Autobiography. E.P. Hutton and Co., Inc. $5.95. 1964.

Recounts personal experiences of a rising black comedian.

Gridley, Marion. Contemporary American Indian Leaders. 79 Madison Avenue, New York, New York 10016: Dodd, Mead and Co. $4.95. 1972.

Contains stories of 26 Indian leaders of current times, from activists to conservatives, and from the young to the elder statesmen in tribal affairs. Presents the modern Indian in terms of achievement, pointing out the many outstanding contributions of American Indian leaders today.

Johnson, James E. The Scots and Scotch-Irish in America. (The in America Series) 241 First Avenue, North, Minneapolis, Minnesota 55401: Lerner Publications Co. $3.95. 1966.

Treats the Scots and the Scotch-Irish experience in America, particularly their religious, political, and cultural experience.

Larsen, Ronald J. The Puerto Ricans in America. (The in America Series.) 241 First Avenue, North, Minneapolis, Minnesota 55401: Lerner Publications Co. $3.95. 1973.

Treats the Puerto Rican within an historical and experiential context. Focuses upon individual and collective achievements in the story of Puerto Rican migration.

Morsbach, Mabel. The Negro in American Life. 757 Third Avenue, New York, New York 10017: Harcourt, Brace and World, Inc. $3.45. 1967.

Discusses black experience in America in an historical context. A comprehensive study.

Sterling, Matthew. ed. Indians of the America's. (The National Geographic Story of Man Library.) 17th and "M" Streets, N.W., Washington, D.C. 20036: National Geographic Society. 1955.

Explores the Indians of the America's from the focal points of Indians of North America. An historical overview; Ancient Life in the New World; and Indians Today from Amazon to Arctic.

A. Books (continued)

Suhl, Yuri. *An Album of the Jews in America.* 845 Third Avenue, New York, New York 10022: Franklin Watts, Inc. $4.33. 1972.

Examines the role of Jews in America from the colonial period to the twentieth century.

Wytrwal, Joseph. *The Poles in America.* (The In America Series.) 241 First Avenue, North, Minneapolis, Minnesota 35401: Lerner Publications Co. $6.75. 1969.

Treats the Polish experience throughout American history from pre-independence times to present day contributions to American life.

B. Films and Filmstrips

1. Films

Equality. Simulation. $10.00. 1971. Producer: John Wesley. Distributor: Interact Co., Box 262, Lakeside California 92040.

Simulates the city of Independence. Equality attempts to find ways to help people of different ethnic backgrounds to learn to live together. Because of their birth into the game as members of various ethnic groups and experiences in simulated neighborhoods, learners become concerned about the issues of race relations in the classroom. Examines the effects of prejudice on self-image.

The Eye of the Storm. $350.00. 1970. Time: 28 min. Color. Distirbutor: ABC News.

Shows how a teacher in a mid-western town helped her all-white class to understand the nature and effects of prejudice by dividing her learners into blue eyes and brown eyes.

2. Filmstrips

No recommendations made by the Intergroup Education Revision Committee of 1974.

C. Records and Tapes

No recommendations made by the Intergroup Education Revision Committee of 1974.

D. Pictures and Prints

No recommendations made by the Intergroup Education Revision Committee of 1974.

E. Kits

No recommendations made by the Intergroup Education Revision Committee of 1974.

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LEVEL III -- Theme II

A. Books

Banks, James A. ed. Teaching Ethnic Studies: Concepts and Strategies. 1201 16th Street, N.W., Washington, D.C. 20036: National Council for the Social Studies. $6.00. 1973.

Penned by a distinguished group of scholars, this is a hard hitting book written by a group of fighters who have an unrelenting committment to social justice. The authors present new conceptual frameworks for studying about ethnic groups, for analyzing American society, and for describing promising strategies and materials. Five of the chapters focus on the problems of specific American ethnic minority groups, the final ones with the problems of two groups which have also been victimized by stereotypes and cultural assaults - white ethnics and women.

Bradford, Margaret. ed. Fireside Book of Folk Songs. 630 Fifth Avenue, New York, New York 10020: Simon and Schuster. $7.50. 1974.

Includes American work songs, dance songs, nursery rhymes, festive songs, and ballads.

Brelenson, Edna, and McCrea, Ruth. Simple French Cooking. 629 North Mac Questen Parkway, Mt. Vernon, New York 10552: Peter Pauper Press. $6.50. 1958.

Provides a wide variety of French recipes.

Brown, Dale. American Cooking. Time & Life Building, Rockefeller Center, New York, New York 10020: Time-Life Books. $9.28. 1968.

Includes a chapter on the flavor of various regions of the United States. Discusses Tex-Mex cooking, Pennsylvania Dutch cooking, Creole cooking, and Southern cooking.

Brown, Dale. The Cooking of Scandinavia. Time & Life Building, Rockeferrer Center, New York, New York 10020: Time-Life Books. $7.95. 1968.

Includes recipes and factual information about the regions of Scandinavia. Discusses holidays and customs celebrated.

Christensen, Erwin O. American Crafts and Folk Arts. 2000 North Street, N.W., Washington, D.C. 20036: Robert B. Luce, Inc. $4.50. 1964.

Includes a general guide to American crafts and folk arts. Includes chapters on European folk art and the art of the American Indian.

A. Books (continued)

Column, Padraic, ed. A Treasury of Irish Folklore. 419 Park Avenue, South, New York, New York 10016: Crown Publishers, Inc. 1962.

Includes a discussion of Irish ways and tradition. Contains Irish ballads, songs, and music.

D'Amato, Alex and Janet. American Indian Craft Inspirations. 216 East 49th Street, New York, New York 10017: M. Evans and Co., Inc. $7.95. 1972.

Describes Indian artifacts and adornments from a variety of culture areas. Tells about their background and then develops contemporary adaptions which are designs for today.

Faolain, Eileen O. Irish Sages and Folk Tales. 3 East 54th Street, New York, New York 10022: Henry Walck, Inc. 1954.

Contains many excellent myths and legends of the Irish people.

Feather, Leonard. The Encyclopedia of Jazz. New York, New York: Horizon Books. $15.00. 1960.

Surveys the development of jazz in America.

Finkelstein, Milton, et al. Minorities: U.S.A. 175 Fifth Avenue, New York, New York 10010: Globe Book Co., Inc. $3.95. 1971.

Explores the problem of equal treatment for all Americans. Material is presented factually and skillfully.

Gaer, Joseph. Holidays Around the World. 34 Beacon Street, Boston, Massachusetts 02106: Little Brown and Co. $5.95. 1953.

Discusses holidays around the world. Included are Chinese and Jewish holidays.

Horbin, Robert. Secrets of Origami, The Japanese Art of Paperfolding. 221 Park Avenue, South, New York, New York 10003: Octapus Books Limited. $5.50. 1971.

Introduces new designs in origami and includes 138 models.

Hughes, Langston, and Bontemps, Anna, Editors. The Book of Negro Folklore. 79 Madison Avenue, New York, New York 10016: Dodd, Mead and Co. $3.45. 1958.

Represents selections from the folklore of the Negro in the United States ranging from anti-bellum days to the present. Included are animal tales, rhymes, games, spirituals, and blues, as well as modern gospel songs, jazz, and jive.

A. Books (continued)

Johnson, James W., and Johnson, Rosamond J. Book of the American Negro Spirituals. 625 Madison Avenue, New York, New York 10022: Viking Press. $4.95. 1969.

Presents the development and impact of spirituals on America. Includes many spirituals.

Landeck, Beatrice. Echoes of Africa in Folk Songs of the Americas. 750 Third Avenue, New York, New York 10017: David McKay Co., Inc. $7.95. 1961.

Introduces folksongs of America and their African heritage.

Marriot. Alice, and Rachlen, Carol. American Indian Mythology. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $7.95. 1968.

Included are Indian myths and legends from more than 20 major North American tribes. These tales reveal much about the American Indian: his religion, traditions, history, ethnic humor, and the effects of the white man's coming.

McSpadden, J. Walker. The Book of Holidays. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $4.50. 1958.

Contains information about holidays celebrated throughout the world. Included are Saint Patrick's Day, Rosh Hashana, and Passover.

Munson, Don, and Rosse, Allianoia. Things To Make With Paper. 95 Madison Avenue, New York, New York 10016: Galahad Books. $3.95. 1970.

Includes 187 projects in origami.

Nickles, Harry G. Middle Eastern Cooking. Time & Life Building, Rockefeller Center, New York, New York 10020: Time-Life Books. $9.22. 1969.

Discusses recipes and traditions of the Middle East countries. Included are: Turkey, Iran, Egypt, and Israel.

Nierenberg, Gerard, and Calero. Henry H. How To Read A Person Like A Book. 630 Fifth Avenue, New York, New York 10020: Cornerstone Library. $6.95. 1971.

Examines the types of nonverbal communication that provide insights into the significance of gestures.

Papashvily, George and Helen. Russian Cooking. Time & Life Building, Rockefeller Center, New York, New York 10020: Time-Life Books. $7.95. 1969.

Contains a detailed discussion of the cuisine of the Russian people.

A. Books (continued)

Ritchie, Jean. Folk Songs of the Southern Appalachians As Sung by Jean Ritchie. 33 West 60th Street, New York, New York 10023: Quick Fox, Inc. $2.45. 1965.

Provides folksongs of Southern Appalachians in song book form.

Rose, Peter I., ed. Many Peoples, One Nation. 201 East 50th Street, New York, New York 10022: Random House, Inc. $3.95. 1973.

Tells of the promise and the problems of the land first seen by Christopher Columbus in the 1490's and sung about by Frank Sinatra in the 1940's. It is about the opportunities and the happiness, the struggles and the hardships found in America. Primarily it is about people, all the American people.

Ross, Patricia F. Made In Mexico. 201 East 50th Street, New York, New York 10022: Alfred A. Knopf. $4.00. 1952.

Includes chapters on Mexican fine and popular arts.

Rubin, Ruth, ed. A Treasury of Jewish Folksong. 200 Madison Avenue, New York, New York 10016: Scholar Books, Inc. $7.50. 1950.

Contains a variety of Jewish folksongs.

Santo, Shozo. The Art of Arranging Flowers: A Complete Guide To Japanese Ikebana. 110 East 59th Street, New York, New York 10022: Harry D. Abrams, Inc. 1972.

Discusses the place of Ikebana in Japanese history, the equipment required, and the techniques used in the Japanese art of flower arranging.

Shirley, Kay, ed. The Book of Blues. 419 Park Avenue, New York, New York 10016: Crown Publishers, Inc. 1963.

Provides examples of the blues as an American art form.

Skipjack. Church Creek, Maryland: South Dorchester High School. $5.00 for four issues. 1973.

Provides selected examples of oral history as researched and compiled by students at South Dorchester High School.

Spencer, Cornelia. Made In Japan. 201 East 50th Street, New York, New York 10022: Alfred A. Knopf. $3.95. 1963.

Describes the arts of the Japanese people. Includes chapters on festivals, woodcuts, bamboo, and basketry.

A. Books (continued)

Steinberg, Rafael. The Cooking of Japan. Time & Life Building, Rockefeller Center, New York, New York 10020: Time-Life Books. $9.28. 1969.

Discusses the influence of Japanese history on Japanese cooking. Includes information on the use of seafood, staple foods used in the Japanese home, and important Japanese ceremonies.

Toor, Frances. Made In Italy. 201 East 50th Street, New York, New York 10022: Alfred A. Knopf. $4.97. 1957.

Includes chapters on modern dress and regional costumes, folk arts and festivals, musical instruments, songs, and dances.

Wilcox, R. Turner. Folk and Festival Costumes. 597 Fifth Avenue, New York, New York 10017: Charles Scribner and Sons. $12.95. 1965.

Includes costumes of various regions of the United States and ethnic costumes. Included are Hawaiian, Russian, Polish, and American Indian costumes.

B. Films and Filmstrips

1. Films

Basket Making: Hopi Indians. Filmloop. $24.95. 1970. Time: 4 min. Color. Producer: Ealing Corp. Distributor: Kunz, Inc., 207-209 East Patapsco Avenue, Baltimore, Maryland 21225.

Presents the process of basket-making among the Hopi Indians. Demonstrates the variety of baskets made by the Hopi women.

Carving A Kachina Doll: Hopi Indians. Filmloop. $24.95. 1970. Time: 4 min. Color. Producer: Ealing Corp. Distributor: Kunz, Inc., 207-209 East Patapsco Avenue, Baltimore, Maryland 21225.

Presents the process of carving Kachina dolls by the Hopi Indian men. Demonstrates a variety of Kachina dolls.

Carving A Ritual Mask: Woodland Indians. Filmloop. $24.95. 1970. Time: 4 min. Color. Producer: Ealing Corp. Distributor: Kunz, Inc., 207-209 East Patapsco Avenue, Baltimore, Maryland 21225.

Presents the process of carving masks among Woodland Indians. Discusses the use of masks among Indians.

Casting Silver Jewelry: Navajo Indians. Filmloop. $24.95. 1970. Time: 4 min. Color. Producer: Ealing Corp. Distributor: Kunz, Inc., 207-209 East Patapsco Avenue, Baltimore, Maryland 21225.

Presents the process of silversmithing as done by members of the Navajo tribe.

B. Films and Filmstrips (continued)

Making Pottery: Hopi Indians. Filmloop. $24.95. 1970. Time: 4 min. Color. Producer: Ealing Corp. Distributor: Kunz, Inc., 207-209 East Patapsco Avenue, Baltimore, Maryland 21225.

Presents the process of making pottery among the Hopi Indians in Northeastern Arizona.

Weaving: Navajo Indians. Filmloop. $24.95. 1970. Time: 4 min. Color. Producer: Ealing Corp. Distributor: Kunz, Inc., 207-209 East Patapsco Avenue, Baltimore, Maryland 21225.

Presents the process of weaving as done by the women of the Navajo tribe.

Weaving: Hopi Indians. Filmloop. $24.95. 1970. Time: 4 min. Color. Producer: Ealing Corp. Distributor: Kunz, Inc., 207-209 East Patapsco Avenue, Baltimore, Maryland 21225.

Presents the process of weaving as done by the men of the Hopi tribe.

2. Filmstrips

Ethnic Studies: The Peoples of America. Filmstrips (4), Cassettes (2). $62.00. 1973. Time: A-16 min.; B-11 min.; C-14 min.; D-14 min. Color. Producer: Educational Design, Inc. Distributor: Educational Design, Inc., 47 West 13th Street, New York, New York 10011.

Explores the experience of ethenticity, including the following: what is an ethnic group?, the Great Migration, ethnic holidays, ethnic foods.

North American Indian Songs. Filmstrip, record or cassettes. $19.99/f.s. and record; $21.99/f.s. and cassette. Color. Producer: Bowmar Publishing Corp., P.O.Box 3623, 622 Rodier Drive, Glendale, California 91201.

Composed of a variety of North American songs with words and music included.

C. Records and Tapes

1. Records

Music of the Black Man in America. Records (2). $11.95. Producer: Bowmar Publishing Corp., P.O. Box 3623, 622 Rodier Drive, Glendale, California 91201.

Presents an historical perspective of black music in America through the Dixieland and Jazz era. Black artists are featured. Music selections include spirituals, protest songs, children's songs, work songs, blues, and jazz.

2. Tapes

No recommendations made by the Intergroup Education Revision Committee of 1974.

D. Pictures and Prints

No recommendations made by the Intergroup Education Revision Committee of 1974.

E. Kits

No recommendations made by the Intergroup Education Revision Committee of 1974.

SELECTED BIBLIOGRAPHY

LEVEL III -- Theme III

A. Books

AEP. The Immigrant's Experience. (Public Issues Series/Harvard Social Studies Project.) Columbus, Ohio 43216: Xerox Corp., Xerox Family Education Services, Education Center. 1967.

Provides a case study approach to immigrant hardships, immigrant restriction, and the experiences of second generation Americans.

Bailey, Kenneth; Brooks, Elizabeth; and Farrell, John. The American Adventure. 2400 Hanover Street, Palo Alto, California 94304: Field Educational Publications, Inc. $9.50. 1970.

Surveys American history in an interesting and readable format.

Bishop, Jim. The Days of Martin Luther King, Jr. 200 Madison Avenue, New York, New York 10016: G.P. Putnam's Sons. $4.95. 1971.

Uncovers the myth and legend of Martin Luther King and reveals him as the human being he really was. Reveals the full tapestry of this great man's life, the twelve and a half years from Montgomery to Memphis that stretched into a lifetime of worship, ambivalence, accolades, criticism, loss of prestige, despicable rumors, brutal threats, and the ultimate horror that ended this controversial, yet triumphant career.

Brown, Richard C. Investigating Cultural Plurality. 250 James Street, Morristown, New Jersey 07960: Silver Burdett, General Learning Corp. $4.50. 1974.

Surveys American immigration policy and the struggle for civil rights by blacks and Mexican-Americans. One section examines the relocation of Japanese-Americans during World War II.

Brownmiller, Susan. Shirley Chisholm: A Biography. Garden City, New York 11530: Doubleday and Co. $1.45. 1971.

Relates the life story of Shirley Chisholm, the first black woman to be elected to the United States Congress.

Casner, Mabel B.; Gabriel, Ralph H.; Biller, Edward L.,; and Hartley, William H. Story of the American Nation. 757 Third Avenue, New York, New York 10017: Harcourt, Brace, and World, Inc. $7.95. 1967.

Examines American history from a traditional viewpoint.

A. Books (continued)

Cuban, Larry, and Roden, Philip, Editors. Promise of America: Breaking and Building. (Volume III) 1900 East Lake Avenue, Glenview, Illinois 60025: Scott, Foresman and Co. $1.98. 1971.

Gives an overview of American life during the last part of the nineteenth century. Discusses the continuing fight for equality of all Americans. Specifically deals with the Civil War, the period of Reconstruction, and the Era of Industrialization. Provides selections for student discussion.

Cuban, Larry, and Roden, Philip, Editors. Promise of America: The Starting Line. (Volume I) 1900 East Lake Avenue, Glenview, Illinois 60025: Scott, Foresman and Co. $1.98. 1971.

Gives an overview of early American life and leisure before 1800. Includes facts about the colonists, charts, maps, and scenes from colonial life. Gives short readings drawing on the experiences of the colonists for student study and discussion.

Cuban, Larry, and Roden, Philip, Editors. Promise of America: Struggling for the Dream. (Volume II) 1900 East Lake Avenue, Glenview, Illinois 60025: Scott, Foresman, and Co. $1.98. 1971.

Gives an overview of American work and leisure from 1800-1860. Discusses the problems of the period from the point of view of the Indian and slavery during a turbulent period in American history. Provides selections for student analysis and explanation.

Cuban, Larry, and Roden, Philip, Editors. Promise of America: Sidewalks, Gunboats and Ballyhoo. (Volume IV) 1900 East Lake Avenue, Glenview, Illinois 60025: Scott, Foresman and Co. $1.98. 1971.

Capsulizes the work and leisure of Americans from 1890-1930, a period in which a ride in an airplane and an evening at the movies were new pleasures introduced early in the twentieth century, though Americans still enjoyed old, non-merchandized pastimes. Includes stories, excerpts from novels, poems, and articles of human interest centered around the period. These are immediately followed by questions to the students for contemporary evaluation based on the readings.

Cuban, Larry, and Roden, Philip, Editors. Promise of America: An Unfinished Story. (Volume V) 1900 East Lake Avenue, Glenview, Illinois 60025: Scott, Foresman and Co. $1.98. 1971.

Discusses the plight of Americans after 1930. Relates the struggles of Americans during the depression years. Investigates the cold war years, and gives the student a look into the future of American life, emphasizing such areas as modern technology, and urban and racial problems. Provides selections for students discussion.

Feder, Bernard. The Process of American Government. 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, New York 10019: Noble and Noble Publishers, Inc. $7.96. 1972.

Focuses on political behavior by examining a good deal of data as well as a large number of views and opinions. Emphasizes interpretation of behavior rather than mere description. Cases are used to provide raw materials from which may be drawn tentative theories and hypotheses about American government to help the student make intelligent political decisions.

A. Books (continued)

Fenton, Edwin. ed. The Americans: A History of the United States. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart, Winston, Inc. $9.28. 1970.

Designed for low ability students utilizing multi-media and inquiry approaches. Incorporates ethnic experience into the treatment of American history.

Finkelstein, Milton; Sandifer, Jawn A.; and Wright, Elfreda S. Minorities: U.S.A. 175 Fifth Avenue, New York, New York 10010: Globe Book Co. $3.95. 1971.

Explores the problem of equal treatment for all Americans. Material is presented factually and skillfully.

Franklin, John H. Land of the Free. 8701 Wilshire Boulevard, Beverly Hills, California 90211: Benziger Brothers, Inc. $3.75. 1966.

Surveys American history to the present day. Includes primary sources and case studies.

Graff, Henry F. The Free and the Brave. Box 7600, Chicago, Illinois 60680: Rand McNally and Co. $6.50. 1967.

Explores the meaning of what free people have experienced since the early beginnings of this country and how their interests in the public welfare have helped to shape each others happiness.

Graham, Hugh Davis. Since 1954: Desegregation. 330 Madison Avenue, New York, New York 10017: The New York Times Co. $1.35. 1972.

Deals with the momentous decision made by the Supreme Court in 1954 in the case of Brown vs. Board of Education that set in motion a chain of reactionary events that raised deep questions about American life. The story's roots, though mainly centered around events since 1954, are in the American past, and like most current problems, the segregation issue cannot be understood without a look at the history of segregation in our country.

Kane, Ralph J., and Glover, Jeffrey A. Inquiry U.S.A. 175 Fifth Avenue, New York, New York 10010: Globe Book Co., Inc. $7.95. 1971.

Helps the student discover the past for himself instead of being a student of history. Focuses on the changing patterns of each generation and the way people see these generations differently, allowing the student to change his view of history, a previously dull pursuit, by uncovering new facts.

Social Science Staff of the Educational Research Council of America. Challenges of our Times: Prejudice and Discrimination. 470 Atlantic Avenue, Boston, Massachusetts 02210: Allyn and Bacon, Inc. $3.50. 1973.

Surveys intergroup relations of various types, including some very grim ones in the United States and in Nazi Germany.

A. Books (continued)

Weisberger, Bernard A. The Impact of Our Past. 1221 Avenue of the Americas, New York, New York 10020: American Heritage Publishing Co., Inc. $8.75. 1972.

Surveys American history to the present day. Includes primary sources and many excellent illustrations which help to enhance the students' comprehension. Aimed primarily at the above average student.

B. Film and Filmstrips

1. Film

Assassination of Martin Luther King, Jr. Filmloop. $24.00. Color. Producer: Thorne Films, Inc., 1229 University Avenue, Boulder, Colorado. Distributor: Kunz, Inc., 207-209 East Patapsco Avenue, Baltimore, Maryland 21225.

Contains scenes of activities in Memphis prior to the assassination of Dr. Martin Luther King, Jr. Following Dr. King's assassination, the film depicts the investigation, demonstrations, mourning, and the funeral.

Blacks and Whites. Simulation. $5.95. 1970. Producer: Dynamic Design Industries, 1433 North Central Park, Anaheim, California 92802. Distributor: Psychology Today Games, Del Mar, California 92014.

Designed to give middle-class whites a taste of the helplessness that comes from living against implacable odds. Players who chose to be black could not win or seriously affect the course of the competition between whites.

Ghetto, Simulation. $24.00. 1969. Producer: Academic Games Corp. Distributor: Western Publishing Co., Inc., New York, New York.

Developed to sensitize its players to the emotional, physical, and social world the poor inhabit. Players experience vicariously the economic pressures that drive people into crime, welfare, and community action. Player plans life strategies for a poor person and meets with the discouragements, frustrations, and occasional good luck that are the common lot of the poor. Rather than attempting to create a definite model of life in the slums, the designers selected same aspects that will stimulate thinking.

Chicano. $315.00. Time: 22 min. Color. Producer: Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404.

Explores bias, oppression, and discrimination against Mexican Americans. It presents the goals of the Chicano movement. Their main desire is to be bilingual and bicultural and to have a voice in making decisions that affect their lives.

B. Film and Filmstrips (continued)

The Cities: Dilemma in Black and White. Time: 54 min. Color. Two Parts. Producer: Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404.

Part I: "Crenshaw Neighbors" highlights an intergroup organization in a neighborhood that is just seven miles from Watts. Then the film moves to New York and Bedford-Styvesant where illegitimacy, drugs, and dropout rates are high.

Part II: Focuses on Bedford-Styvesant and community involvement there along with restoration of houses and new school policy. A final focus on Rochester and black businesses ends this investigation of the black-white dilemma in our cities.

The Fence. Time: 7 min., (no narration). Producer: Film Associates, Los Angeles, California.

Depicts the value of flower-power in an animated allegory. The incident of throwing rubbish over a fence and the consequences of this action can be applied to current world problems as well as classroom problems.

Grapes of Wrath. Time: 25 min. (Great American Novel Series.) Producer: Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404.

Describes the dilemma of migrant workers, with Richard Boone reading Steinbeck's words as background. The migrants go to Chicago where the worry of the trip, the poverty upon arrival in the city, the bewilderment, and awe of the city are well illustrated. A picture of their religion appears in this film as well as the attempt of these poor people to gain some power. This is an excellent use of a novel to highlight today's poverty problem.

Minority Youth: Adam. (Part of Series: Minority Youth.) $140.00. Time: 10 min. Color. Producer: Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404.

Introduces Adam, an American Indian, who speaks about his cultural heritage and his place in today's society. He shows that he values his culture by spending his summers at a reservation, yet he has the same desires, abilities, and interests as his Anglo peers.

Minority Youth: Akira. (Part of Series: Minority Youth.) $195.00. Rental $10.00. Time: 14 1/2 min. Producer: Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404.

Introduces Akira, a Japanese-American boy who relates how it feels to be part of two cultures. Akira feels he is fortunate to belong to two cultures. At school and with his friends he leads a typical American boy's life. Many elements of the Japanese culture and traditions are also revealed in the film, also.

B. Film and Filmstrips (continued)

Minority Youth: Angie. (Part of Series: Minority Youth.) $145.00. Rental $8.00. Time: 10-1/2 min. Color. Producer: Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404.

Provides insight into the personal feelings of a Mexican-American girl about herself, her family, and her culture. It illustrates pride of culture and family, and some of the more common prejudices against the Mexican-American people.

Minority Youth: Felicia. (Part of Series: Minority Youth.) $100.00. Time: 11-1/2 min. Black and white. Producer: Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404.

Depicts the thoughts and personal life of a black junior high school girl who lives in Watts, California. The girl's judgments show mature insight into the problems of black people in the ghetto and her desire to help solve the existing problems. Care should be taken, however, that a film of this type is not used to strengthen stereotypes.

Nothing But a Man. Producer: Brandon Films, 221 West 57th Street, New York, New York 10019.

On loan from Prince George's Memorial Library, starring Abbey Lincoln and Ivan Dixon, this film presents a true-to-life, deeply moving story about a black man's struggle to be a man against the influences of discrimination and degradation that surround him. Highly recommended.

Paul Laurence Dunbar. Time: 14 min. Color. Producer: Film Associates of California, 11559 Santa Monica Boulevard, Los Angeles, California 96025.

Gives a good biographical sketch of Dunbar using some lines from his poems. This film is basically done in drawings and photographs.

Peace and Voice in the Wilderness. Time: 9-1/2 min. Color. Producer: Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404.

Presents a beautiful picture against a background of guns. Excellent photography. One sees beautiful scenes and then hears sounds of riot, assassination, and crime. A unique way to contrast the conflict between what life is and its potential.

Puerto Rico, Its Past, Present, and Promise. Time: 20 min. Color. Producer: Encyclopedia Britannica Films. Encyclopedia Britannica Educational Corp., 1150 Wilmette Avenue, Wilmette, Illinois 60091.

Tells how Puerto Rico, with too many people and too few resources, created an industrial economy and emerged from colonial rule to self-government.

B. Film and Filmstrips (continued)

Puerto Rico - Operation Bootstrap. (From the Our World of the 60's Series.) Time: 17 min. Color. Producer: United World Films, Inc., 221 Park Avenue, South, New York, New York 10003.

Tells about a far-reaching program to attract industry to Puerto Rico and how it has been combined with low-cost modern housing, improvements in health and educational facilities, and increased employment.

Puerto Rico - Showcase of America. Time: 18 min. Black and White. Producer: McGraw-Hill Textfilms. 330 West 42nd Street, New York, New York 10036.

Shows the evidence of change taking place in Puerto Rico in the construction of factories and shopping centers, modern apartment houses, new roads, new schools, and hospitals. Describes the growth of democracy in the country.

The Strange Case of the English Language. $525.00. Time: 48 min. Two Parts. Color and sound. Producer: Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404.

Consists of an analysis of sentence structure, film clips of famous personalities which illustrate stylistic devices in their speech (i.e., alliteration, metaphor, parallel construction, etc.), and descriptions of some current uses of English. This film is a valuable aid in distinguishing propaganda from actual speech.

Storefront. Time: 40 min. Black and White. Distributor: Circulation Department, Modern Talking Picture Service, Inc., 2323 New Hyde Park Road, New Hyde Park, New York 11040.

Relates the story of an area in South Bronx, New York, inhabited primarily by blacks and Puerto Ricans. A converted storefront becomes a community action service center manned by neighborhood aides who offer guidance in solving social and mental health problems in the community. People can bring their problems here and begin to help themselves.

The World of Piri Thomas. Time: 60 min. Black and White or Color. Distributor: Field Services, Indiana University, Audio-Visual Center, Bloomington, Indiana 47401.

Relates the personal experiences of Piri Thomas, a painter, ex-con, poet, and ex-junkee. The film includes a tour of Spanish Harlem.

2. Filmstrips

The American Indian. $120.00 w/discs, $138.00 w/cassettes. Sound filmstrip of six parts: Producer: Warren Schloat Productions, Inc., Pleasantville, New York 10570.

This filmstrip consists of six parts: 1) Before Columbus, 2) After Columbus, 3) Growing Up, 4) Religion, 5) Arts and Culture, 6) The Navajo. Part II surveys the highlights of the Indians' part in U. S. history, touching aspects of Indian life which have influenced our own.

B. Film and Filmstrips (continued)

Native American Painting - Part I; Colonial American Painting - Part II.

Introduces the student to the unique character of Indian painting as an expression of the Indians' fundamental values and beliefs in Part I. Examines the pictographs of the early Indians in Part II. Describes the artistry of Indian tapestry, as well as the technical skill required in painting on pottery. These art forms exemplify the aesthetic value, symbolism, and functionalism found in the culture of the native American Indian.

American Negro Pathfinders Series. Six filmstrips. Producer: Bailey Film Associates, 2211 Michigan Avenue, Santa Monica, California 90404.

Six biographies: Dr. Ralph Bunche; A. Phillip Randolph; Justice Thurgood Marshall; Dr. Mary McLeod Bethune; Gen. Benjamin O. Davis, Jr.; Dr. Martin Luther King, Jr. Relates success stories against various forms of prejudice; shows how each person fought for human dignity through constructive action.

The Black Odyssey: Migration to the Cities. $37.50 w/discs, $41.50 w/cassettes. Time: 13 min. each. Two sound color filmstrips. Producer: Guidance Associates, Pleasantville, New York 10570.

Covers the period from slavery through World War I and II. Contains good questions and activities in the teacher's manual.

The Black Spectrum: Leadership Strategies in the Black Community. Six color filmstrips, six records, one teacher's guide. Time: 15 min. each. Producer: Westinghouse Learning Corp., New York, New York. 1971.

Includes a discussion by black leaders; Jesse Jackson, John Lewis, Whitney Young, Le Roi Jones, Dr. Thomas W. Matthew, and Kenneth Gibson. These black leaders discuss their different routes to achieving freedom for all black Americans in an interesting and informative manner. Teacher's Guide lists discussion questions.

Fayette, Mississippi. $42.00 w/discs, $48.00 w/cassettes. Kit of filmstrips with record and teachers' guide. Producer: Warren Schloat Productions, Inc., Pleasantville, New York 10570.

A white resident speaks and Charles Evers speaks. Offers a good study of Fayette, Mississippi where the white population is in the minority and the new mayor is black.

Immigration: The Dream and the Reality. Filmstrips (6), Records (6). $110.00 w/discs; $130.00 w/cassettes. Producer and Distributor: Warren Schloat Productions, Inc., Pleasantville, New York 10570.

1) The Dream - depicts the dreams and hopes of immigrants before they reached the United States; 2) The Reality - relates what happens to the immigrants after their arrival in the United States; 3) No Irish Need Apply; 4) Little Italy; 5) You Belong to Germany; and 6) The Japanese Nightmare. Examines the immigrant's confrontation with the harsh and disillusioning realities of life in America. In The Japanese Nightmare," the issues of relocation and the deprivation of life, liberty, and property of a minority group are raised.

F. Film and Filmstrips (continued)

Interpretations: The Me Nobody Knows. Filmstrip and record. 1971. Color. Producer and Distributor: New York Times Book and Education Service, New York, New York.

Produced by the 6th grade class of Yorktown Heights School. Based on a collection of poems by blacks and Puerto Ricans in Bedford-Styvesant. The class attempts to project itself underneath the skin of children whose skin is a different color.

Minorities Have Made America Great. $120.00 w/discs; $130.00 w/cassettes. Producer: Warren Schloat Productions, Inc., Pleasantville, New York 10570.

Set I - Six filmstrips, records or cassettes, and teacher's guide.
Negroes (Part I, Part II), Jews, Italians, Germans, Irish.
Set II - Six filmstrips, records or cassettes, and teacher's guide.
American Indians (Part I, Part II), Puerto Ricans (Part I, Part II), Japanese and Chinese, Mexican Americans.

Traces these ethnic groups from immigration to acculturation.

Prejudice: Harvest of Hate. Filmstrips (2), Records (2). $33.00. 1972. Color. Producer and Distributor: Audio Visual Narrative Arts, Pleasantville, New York 10570.

Examines the causes and degrees of prejudice as evidenced in American society.

The Search For Black Identity: Martin Luther King. $37.50 w/discs; $41.50 w/cassettes. Filmstrips (2), with records and discussion guide. Producer: Guidance Associates, Pleasantville, New York 10570.

1) Stand Up For the Truth; and 2) A Drum Major For Justice. Presents a good background on Martin Luther King.

The Search For Black Identity: Proud Heritage from West Africa. $37.50 w/discs; $41.50 w/cassettes. Producer: Guidance Associates, Pleasantville, New York 10570.

Depicts several West African empires of the Savannah lands in Part I. Part II shows a West African city and the life of various people who live in the forest hut.

Seeds of Hate: An Examination of Prejudice. Filmstrips (2), Records (2). $40.00. 1972. Producer and Distributor: Warren Schloat Productions, Inc., Pleasantville, New York 10570.

Explores the origins and characteristics of prejudice focusing both on the individual who is prejudiced and on the individual against whom prejudice is directed.

B. Film and Filmstrips (continued)

Separate But Equal (1865-1910). Filmstrip. $8.00. Color. Producer and Distributor: Encyclopedia Britannica, Bryn Mawr, Pennsylvania.

Examines the Supreme Court's decision (Plessy vs. Ferguson) which upheld the validity of separate-but-equal laws and illustrates the social conditions, both North and South, which shed light on many of today's racial problems.

Social Movements: To Change a Nation. $37.50 w/discs; $41.50 w/cassettes. Filmstrips (2), Records (2), or cassettes. Color. Producer: Guidance Associates, Pleasantville, New York 10570.

Part I: Examines briefly the social movements of black liberation and the labor movement.
Part II: Examines briefly the feminist movements and the peace movement.

What is Prejudice? Filmstrips (2). $42.00 w/discs; $48.00 w/cassettes. Teachers' Guide: $1.50. Producer and Distributor: Warren Schloat Productions, Inc., Pleasantville, New York 10570.

Part I: Enables young people to understand what prejudice is and how it can be erased. Distinguishes between realistic and prejudiced decisions.
Part II: Explains where individual prejudices begin, and how they lead to racial and religious discrimination.

C. Records and Tapes

No recommendations made by the Intergroup Education Revision Committee of 1974.

D. Pictures and Prints

No recommendations made by the Intergroup Education Revision Committee of 1974.

E. Kits

No recommendations made by the Intergroup Education Revision Committee of 1974.

SELECTED BIBLIOGRAPHY

LEVEL III -- Theme IV

A. Books

AEP. Pride and Power. (Black Experience in America Series.) Columbus, Ohio 43216: Xerox Corp., Xerox Family Educational Services, Education Center. 1971.

Discusses various tactics utilized by blacks to gain and maintain political, economic, and social effectiveness.

AEP. Struggle for a Nations Conscience. Columbus, Ohio 43216: Xerox Corp., Xerox Family Educational Service, Education Center. 1971.

Discusses the civil rights movement, white Citizens Councils, Montgomery Bus Boycott, Freedom Riders, CORE, and SNCC.

Brown, Richard C. Investigating Cultural Plurality. 250 James Street, Morristown, New Jersey 07960: Silver Burdett, General Learning Corp. $6.75. 1974.

Surveys American immigration policy and the struggle for civil rights by blacks and Mexican-Americans; a section examines the relocation of Japanese-Americans during World War II.

Buima, John H., ed. Mexican-Americans in the United States. 3 Mount Auburn Plaza, Harvard Square, Cambridge, Massachusetts 02138: Schenkman Publishing Co., Inc. $4.50. 1970.

Presents in compact form, a number of worthwhile and up-to-date studies concerning Mexican-Americans. Authors chosen are both Anglos and Mexican-Americans and include sociologists, anthropologists, historians, attorneys and judges, doctors, economists, public administrators, social workers, educators, journalists, and others. Topics discussed are general characteristics, prejudice, education, economics, family and religion, social and political behavior, health, class and status, acculturation and assimilation, and Spanish Americans and Puerto Ricans.

Cuban, Larry, and Roden, Philip. Promise of America: Breaking and Building. (Volume III) 1900 East Lake Avenue, Glenview, Illinois 60025: Scott, Foresman and Co. $1.98. 1971.

Gives an overview of American life during the last part of the 19th Century. Discusses the continuing fight for equality of all Americans. Specifically deals with the Civil War, the period of Reconstruction, and the era of Industrialization. Provides selections for student discussion.

Finkelstein, Milton, et al. Minorities in U.S.A. 175 Fifth Avenue, New York, New York 10010: Globe Book Co. $3.95. 1971.

Explores the problem of equal treatment for all Americans. Material is presented factually and skillfully.

A. Books (continued)

Graham, Hugh Davis. Since 1954: Desegregation. 10 East 53rd Street, New York, New York 10022. Harper and Row Publishing Co. $1.32. 1972. Illustrated. Paperback.

Deals with the momentous decision made by the Supreme Court in 1954 in the case of Brown vs. Board of Education which set into motion a chain of reactionary events that raised deep questions about American life.

Harrington, Michael. The Other America. 7110 Ambassador Road, Baltimore, Maryland 21207: Penguin Books. $3.25. 1964.

Explores the hidden aspects of poverty and the avoidance system that society has developed to ignore the problem.

Leinwand, Gerald, ed. The Negro in the City. 630 Fifth Avenue, New York, New York 10020: Washington Square Press. $.95. 1968.

Designed as one of a series, to become text materials for urban schools. Portrays, simply but forthrightly, the problems of the Negro whose migration from the South has brought him to the large urban centers of the North.

Leinwand, Gerald, ed. Poverty and the Poor. 630 Fifth Avenue, New York, New York 10020: Washington Square Press. $.95. 1968.

Represents an effort to make the problem of urban poverty understandable to today's learners. Attempts to identify the changing attitudes toward poverty in American society and to suggest how those attitudes came to be changed.

Social Science Staff of the Educational Research Council of America. Challenges of Our Time: Prejudice and Discrimination. 470 Atlantic Avenue, Boston, Massachusetts 02210: Allyn and Bacon, Inc. $3.50. 1973.

Surveys intergroup relations of various types, including some very grim ones in the United States and in Nazi Germany.

B. Film and Filmstrips

1. Film

Martin Luther King, Jr. Time: 10 min. Color. Producer: Encyclopedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Illinois 60611.

Poor People's Campaign. Filmloop. $24.00. Color. Producer: Thorne Films, Inc., 1229 University Avenue, Boulder, Colorado. Distributor: Kunz, Inc., 207-209 East Patapsco Avenue, Baltimore, Maryland 21225.

Begins at different places throughout the United States and ends in Washington. This is followed by footage of Resurrection City during its construction, habitation, and destruction. Mass rallies, speeches, and appeals to government officials are led by Mrs. Martin Luther King, Jr., and the Rev. Ralph Abernathy. The conclusion shows District of Columbia police evicting the residents.

B. Film and Filmstrips (continued)

Selma Civil Rights March. Filmloop. $24.00. 1973. Time: 4 min. Black and White. Producer: Thorne Films, Inc., 1229 University Avenue, Boulder, Colorado. Distributor: Kunz, Inc., 207-209 East Patapsco Avenue, Baltimore, Maryland 21225.

Traces the Selma March from its initial inception to confrontations with state troopers.

2. Filmstrip

The American Poor: A Self Portrait. Filmstrips (2), Records (2), or Cassettes. $37.00/f.s. and records; $41.00/f.s. and cassettes. 1971. Time: I-12 min.; II-12 min. Color. Producer: Guidance Associates. Distributor: Guidance Associates, Pleasantville, New York 10570.

Composed entirely of on-locale photographs and candid interviews with poor families. Explores similarities and differences in urban and rural poverty. Topics included are unemployment, welfare dependency, dietary and medical problems, and housing problems.

Focus On America - The Pacific States. Filmstrips (6), Records (3). $57.00. 1973. Color. Producer: Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

Includes the following filmstrips: Los Angeles: City of Automobiles; New Town: Valencia, California; Bonneville Dam: Powerhouse of the Columbia River; Timber: Washington's Most Valuable Crop; Seattle: A City Faces Crisis; and California Conflict: Migrant Farm Workers, which describes the exploitation of the migrant farm workers and his attempts at organization.

Poverty in America. Teacher Transparency/Duplicator Book. $6.00. 1973. Producer: Visual Materials, Inc. Distributor: Kunz, Inc., 207-209 East Patapsco Avenue, Baltimore, Maryland 21225.

Provides a set of twelve transparencies and worksheets treating various aspects of problems poverty poses.

Rush Toward Freedom. Filmstrips (8), Records (8). $118.00. Producer and Distributor: Warren Schloat Productions, Inc., Pleasantville, New York 10570.

Part I -"States Against the Native" - Examines the confrontation that resulted from the Supreme Court's 1954 desegregation decision.
Part II -"Birth of Direct Action" - Surveys the action taken by blacks in response to segregation from the Montgomery bus boycott to the Little Rock school crisis.
Part III -"The Non-Violent Creed" - Examines the non-violent tactics employed by those attempting to achieve voting rights.
Part IV -"Give Us the Ballot" - Describes the experiences of black southerners who attempted to register to vote and the reactions of whites to those efforts.
Part V -"To Make Things Better" - Examines voter registration drives in Mississippi, the march on Montgomery, Alabama, and the passage of the Voting Right Act of 1965.

B. Film and Filmstrips (continued)

Part VI -"Over the Edge" - Relates the experiences of Medgar Evers and the Freedom Riders in the South.
Part VII -"Will It End?" - Examines the events which led to the assassination of Martin Luther King, Jr., and Robert Kennedy.
Part VIII-"Black Is Beautiful" - Surveys the black muslim movement, black power, Stokley Carmichael, and the poor people's campaign.

The Search for Black Identity: Malcolm X. Filmstrips (2), Records (2). $37.50. 1969. Color. Producer and Distributor: Guidance Associates, Pleasantville, New York 10570.

Traces the work of this black leader and examines his philosophy regarding the black movement.

The Search for Black Identity: Martin Luther King. Filmstrips (2), Records (2). $37.50. 1969. Color. Producer and Distributor: Guidance Associates, Pleasantville, New York 10570.

Traces the work of this civil rights leader and his impact upon civil rights legislation.

The Welfare Dilemna. Filmstrips (2), Records (2), or cassettes. $37.00/f.s. and records; $41.00/f.s. and cassettes. 1970. Time: I-10 min.; II-10 min. Color. Producer and Distributor: Guidance Associates, Pleasantville, New York 10570.

Reviews aid to families with dependent children, and to the aged, blind, and disabled. Probes denial of aid to many in need, inter-state inequities, lack of job training and counseling, self perpetuated dependency, and the inadequacies of Medicare and food stamp programs.

C. Records and Tapes

No recommendations made by the Intergroup Education Revision Committee of 1974.

D. Pictures and Prints

No recommendations made by the Intergroup Education Revision Committee of 1974.

E. Kits

No recommendations made by the Intergroup Education Revision Committee of 1974.

New Perspectives in Intergroup Education

Level IV

SECTION VII

Level IV - Teaching Units for Senior High

(Includes Supportive Learning
Activities and Selected Bibliography)

GENERAL INTRODUCTION TO TEACHING UNITS (K-12)

New Perspectives in Intergroup Education is presented in teaching units developed at four levels around four themes. Levels I and II appear in Volume I; Levels III and IV appear in Volume II.

The four themes provide the focus for the instructional objectives in each unit; the four levels provide the basis for the content, materials, types of learning activities, and assessment tasks. Each objective is followed by appropriate level content, learning activities, resource materials, and an assessment that will indicate mastery of the instructional objective by the learner.

Clearly, there will be some overlapping, but each objective relates directly to the theme and each component under an objective relates directly to that objective.

Level divisions move from the basic rudiments, Level I, of a theme to the more sophisticated and complicated elements in Level IV. Since teachers have a broad range of learners, the level divisions serve as a guide for the beginning of instruction. Assessment tasks will assist the teacher in determining the readiness of the learner for different levels. No one theme or level is mutually exclusive.

The theme and level divisions were designed to provide flexibility for the teacher in selecting appropriate level objectives for use with a selected group of learners.

Appropriateness was the single most important criterion on which the teaching units were designed. All elements of each unit were carefully screened and piloted to assure their appropriateness for each level.

Although the teaching units represent classroom piloted activities designed with carefully selected, available materials, new materials are continually being produced and published. Teachers should review new materials as they relate to a given instructional objective.

Teachers should compare their needs with the instructional objective and its content. The units are compatible with a broad range of subject matter areas. In fact, teachers in every discipline will find content which can be integrated into their ongoing classroom curriculum.

For example, if an elementary music lesson is primarily dealing with rhythm, the teacher can include ethnic dances to expand the perspective of the lesson. A biology lesson can have the added dimension of helping the learner accept every person as a human being and gain a positive self-image. The contributions of different ethnic groups to the development of mathematics add dimension to the study of that discipline.

Teachers should first select appropriate instructional objectives to which they can adapt the resources and learning activities. Next, they should select appropriate content, and, if necessary, modify the learning activities to reflect their needs.

Hopefully, these units will provide the beginnings for New Perspectives in Intergroup Education.

RATIONALE FOR SENIOR HIGH UNITS

The American Ideal, the inalienable right of all to life, liberty, and the pursuit of happiness, is nearly 200 years old. The reality for many Americans is still waiting to be born. We have a duty to the ideal, and to our children, to share the burden of extending it to all; to the ideal, because all the qualifications and equivocations that have hedged it about are evasions of its clear message, and to our children, because no ideal can survive unless men live it.

The schools in our pluralistic society are charged with inculcating ideals as well as transmitting knowledge. In this program, our first goal is to convince the coming generations that the realization of the ideal is a task worthy of their intelligence and efforts. Our second goal is to provide information which will encourage these students to separate myths from reality. The third goal is to present these young men and women with opportunities to translate commitment and knowledge into action for social change.

Theme I allows students to investigate individuality by examining the positive and negative impacts of society on emotional health, self-image, and value formation. Theme II invites the examination of patterns of group interaction and the fruits of cultural pluralism. In Theme III, the learner researches the causes of prejudice, the history of discrimination, and evaluates his own attitudes. After providing models of protest movements and techniques, Theme IV guides students into activities to change themselves and their society.

This curriculum utilizes the techniques and insights of many disciplines and is not intended to be exclusive or exhaustive. It attempts to provide a choice of activities and materials for students with varying interests and abilities. The classroom teacher must be the final arbiter of the suitability of the suggestions, basing these judgments on the needs of the students, the school's programs, and the community. Without the commitment and creativity of the teacher, the American Ideal will surely remain unrealized.

TEACHING UNITS FOR FOUR THEMES

LEVEL IV -- THEME I: FOUNDATION FOR EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 1: Given man's basic needs, the learner will be able to explain the relationship between the satisfaction of needs for physical and emotional health.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Every human being has the same basic needs.* I. Physiological needs A. Body soundness B. Hunger C. Relaxation D. Sleep E. Thirst II. Safety needs A. Consistency B. Order C. Predictability D. Security III. Love needs A. Affection B. Affiliation C. Belongingness	I - III. Pretend that you are an astronaut and have just crashed on the moon's surface. Although alive, you must leave your disabled vehicle and get to a survival base about a two-day walk from the crash site. From the following group of portable items remaining in working condition, develop a priority list of objects you will need: signal flares, bottled oxygen, matches, magnetic compass, extra clothing, space suit, radio, water supply, pistol, celestial map, dehydrated food, nylon rope. When you reach this base, you realize you must remain on the moon eight months before returning to earth. What further needs must be met in order to insure your happiness and emotional health during this period?		Write an explanation of why psychologists arrange the needs they identify in a particular order, and of the personality problems which might arise in a teenager unable to achieve recognition. or Write an expository story to show the physical and emotional needs of the main character in a tense situation.
	II - IV. Assume that your home has been destroyed in a flash flood. The Red Cross has provided emergency services in the school gymnasium. What help would be necessary to restore your family's psychological and emotional equilibrium? Compare your reaction to the victims of the atomic bomb in John Hersey's book, Hiroshima, or use any recent account of a major natural disaster from newspapers and magazines.	Hersey, John. Hiroshima. New York: Bantam Books, 1967.	

CONTENT

Every human being has the same basic needs.*

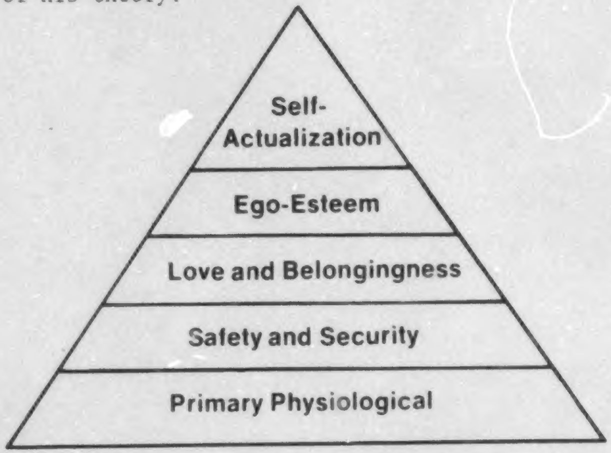
- IV. Ego needs
  - A. Achievement
  - B. Competence
  - C. Esteem
  - D. Freedom
  - E. Recognition
- V. Self-actualization needs
  - A. Autonomy
  - B. Creativity
  - C. Independence
  - D. Self-direction

(*Outline adapted from Maslow's Hierarchy of Basic Needs)

LEARNING ACTIVITIES

I - V. (Maslow's Theory is one of many personality theories based on needs. Another scheme, such as Henry A. Murray's or Erich Fromm's, could also be used.)

(Psychologist Abraham Maslow has proposed a theory of personality based on the sequential satisfaction of man's needs. Following is a simplified diagram of his theory:



According to Maslow, a person must satisfy his needs at one level before he becomes concerned about needs higher up the ladder. For example, a truly hungry person thinks of little else than food; an endangered person devotes his attention and energy toward safety.)

Read at least two of the following accounts and think about the needs of the characters and how they are trying to meet them. Does society have a responsibility? What is the individual's responsibility? How does the person's ethnic identity help or hinder his need for fulfillment?

(continued)

MATERIALS/RESOURCES

Hall, Calvin S. and Lindzey, Gardner. Theories of Personality. New York: John Wiley and Sons, Inc., 1970.

Maslow, Abraham. Motivation and Personality. New York: Harper and Row, Publishers, Inc., 1954.

Oliver, Donald and Newman, Fred. Negro Views of America. Middleton, Connecticut: American Education Publication, 1967.

Oliver, Donald and Newman, Fred. The Immigrant's Experience. Middleton, Connecticut: American Education Publication, 1967.

Maslow, Abraham, Toward a Psychology of Being. Princeton: D. Van Nostrand Co., Inc., 1962.

Cuban, Larry. Promise of America: Sidewalks, Gunboats, and Ballyhoo. Glenview, Illinois: Scott, Foresman and Co., 1971.

CONTENT

Every human being has the same basic needs.*

LEARNING ACTIVITIES

Some possible stories are "The Case of Adam Henry" and "The Case of Johnie Scott" in Negro Views of America. "The Case of Joseph Revesz" in The Immigrant's Experience, and "The Fastest Runner on Sixty-First Street" in Promise of America: Sidewalks, Gunboats, and Ballyhoo.

III - V. (In June, 1973, a cadet graduated from West Point who had suffered "silencing" for three years. Silencing, which has a long history under names like ostracism, boycotting, and "sending to Coventry," consists of refusing to say anything to the victim or to listen to anything he says; in short, of acting at all times in his presence as if he were not there.) Discuss what you know about ostracism. What emotional needs of human beings make it effective? What human feelings might make it hard for the ostracism to be maintained?

Would it be possible to send someone to "Coventry" for a whole school day? Who would have to participate in it? How could it be organized, and how enforced?

How would you feel about being silenced? If it were proposed as an experiment, would you volunteer to be on the list from which the victim would be chosen and take a chance on being "sent to Coventry" for a whole day? Justify the position which you would take in this experiment.

TEACHER:
III - V. (It may be desirable and possible to translate the previous activity into a carefully conducted school experiment.) Record the names of volunteers and select a student who has demonstrated facility in expressing feelings to be the subject. Have the class organize the details of informing the student body and obtaining the

MATERIALS/RESOURCES

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Every human being has the same basic needs.*	cooperation of the school administration and students in the subject's classes, study halls, and lunch period. Ask the subject to keep a diary of the silencing experience and arrange to have a public announcement on the morning of the chosen day that the subject is to be "sent to Coventry." At the end of the day ask the subject what emotional needs were frustrated or not fulfilled during the experience. The class should examine the diary, question the subject, and discuss the emotional needs and lacks revealed by the experiment.	

LEVEL IV -- THEME I: FOUNDATIONS FOR EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 2: Given the influence of culture upon personality, the learner will be able to analyze the influences of certain factors on self-image.

CONTENT

Language, groups, and significant others* influence an individual's self-image.

- I. Interpersonal communication
  - A. Verbal communication
  - B. Non-verbal communication
- II. Social interaction
  - A. Social groups
    - 1. Kinship groups
    - 2. Teritorial groups
    - 3. Interest groups
    - 4. Pressure groups
  - B. Social organizations
    - 1. Religious organizations
    - 2. Educational organizations

LEARNING ACTIVITIES

I,A. Consider the fact that the vocabularies of languages contain many small sets of words which have the same basic meaning but express that meaning with greater, or lesser, politeness. A word game called "Conjugation" is based on such sets of words:

I	present evidence	am slender	am cautious
You	argue	are thin	are timorous
He	rants	is skinny	is cowardly

Fill in the blanks in these conjugations:

I	glow	am serene	have a positive self-image
You	______	______	______
He	sweats	is comatose	is conceited

Make up some conjugations of your own, and discuss the following questions: Why do languages have such sets of words? In a language like Korean, some of the endings on words depend on the status of respect of the person you are talking to. Do you see any connection between this fact and the English language? Can you think of another important part of English in which you can vary the gentleness of what you say? What are some different ways to tell someone to do something?

Describe in some detail an imaginary situation in which a member of a class has failed to do his share of a project and has caused it to be much worse than it could have been. You might base the hypothetical situation on a real project in some class that succeeded, but might have failed

(continued)

MATERIALS/RESOURCES

ASSESSMENT TASK

Design a plan for a filmstrip which analyzes the influences of language, groups, and significant others* on an individual during a one-day period. The plans should contain a description of the picture and narration for each frame.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Language, groups, and significant others* influence an individual's self-image. 3. Political organizations 4. Economic organizations III. Significant others* *Persons who have a special importance to the individual, such as teacher, athlete, and hero.	if someone had not carried his share of the load. Present to the class the words you would use if you were the teacher and wished to convey to the culprit your serious disappointment without crushing his spirit. Tell the class how you would put it as a friendly classmate. What do you say if you are an angry fellow student and want to put the culprit down for goofing up the project? Discuss the effect of such reproaches on the self-esteem of the receiver, and the usefulness of words that vary in their harshness for carrying on the business of life. Could one play "Conjugation" with any of the words that were used in the three preceding scoldings? How would you react to the statement that the people who speak a certain language have only one neutral word for most of the sets for which English has complete "conjugations"? When you were getting or giving a scolding, was there ever a general insult like "jerk" or an ethnic insult given? Do you suppose a gratuitous insult hurts more if it is ethnic or general? Was every scolding you know about based strictly on the merits of the reason for the scolding? Was the choice of words also based on the merits of the reason for the scolding? How might repeated scoldings of different people affect their self-images? What does this convey about language, or the use of language, as a factor in the formation of an individual's personality? TEACHER: I,B. (Body language is a form of non-verbal communication. Some social scientists believe that in many conversations the posture, gestures, and tone are more important than the words themselves in conveying messages. This activity is intended to make the student more aware of the significance of body language and its relationship to self-image.) Have the students role play with a partner one of the situations which follows. Each involves a superior-inferior relationship.	

(continued)

CONTENT

Language, groups, and significant others* influence an individual's self-image.

LEARNING ACTIVITIES

"Participants"	"Situation"
Sergeant-private	Private marches out of step.
Parent-child	Child gets new clothes muddy.
Principal-teacher	Teacher has unruly class.
Parent-teenager	Teenager stays out too late.
Boss-worker	Worker arrives one hour late for work.
Coach-player	Player makes a stupid mistake.
Executive-secretary	Secretary misplaces a report.
Star-bit player	Bit player forgets lines.
Older brother-younger brother	Younger brother breaks record player.
Older sister-younger sister	Younger sister uses older sister's make-up.
Teacher-student	Student disrupts class.

Students may wish to make up their own "participants" and "situations."

Have the class observe the situation with their hands held over their ears so that they cannot hear the words. Ask these students to describe what took place based on their observations of posture, gestures, and facial expressions. Discuss the self-image portrayed by each person in the role play situation. Make a list of body language expressions that reflect both positive and negative self-image.

(If video taping equipment is available, the teacher may wish to tape the role situations and play them without the audio portion.)

TEACHER:
II. Have each student write an autobiography in terms of the groups to which he belongs. Ask the class members to list some of these groups on the chalkboard. Each learner should then attempt to place the groups into categories. Class discussion should include the varieties of groups to which humans belong and the possible ways these groups can be categorized. Conclude the discussion by asking students to write one hypothesis linking social groups and self-image.

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MATERIALS/RESOURCES

Thomas, W. LaVerne and Anderson, Robert J. Sociology: The Study of Human Relationships. 757 Third Avenue, New York, New York 10017: Harcourt Brace Jovanovich, Inc., 1972.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Language, groups, and significant others* influence an individual's self-image.	(It may be necessary to remind students that they are members of groups, such as families, as well as dues-collecting organizations, teams, and clubs. Students may be expected to categorize according to the size, formality, duration, purpose, and effects of the group. The teacher may wish to introduce definitions of such terms as kinship groups, formal and informal groups, peer groups, and institutions during this learning experience.)	
	II. Read the following hypothetical situation: Jack graduated from high school this year in Euartsville, his hometown, which has a population of 700. There were only ten in his graduating class and he received the "Star Athlete" award. He has always lived in this town and knows most of the people in it, has attended the only church every Sunday, and is well acquainted with everyone in the high school. Next year he will attend the University of Maryland at College Park. From your knowledge, what would you predict concerning Jack's experiences next year? Explain the reasons for your prediction. or	
	Read "I Should Have Been Their Parents" on pages 37-38 in Promise of America: Sidewalks, Gunboats, and Ballyhoo. Answer the following questions: Why did the parents react the way they did? What was the relationship between the children and their parents? Were the parents really resisting change, or were they truly attempting to guide their sons into realistic job opportunities?	Cuban, Larry and Roden, Phillip. Promise of America: Sidewalks, Gunboats, and Ballyhoo. Glenview, Illinois 60025: Scott, Foresman and Co., 1971.
	II. Read "Waiting for Something Terrible..." on pages 32-35 in Promise of America: Sidewalks, Gunboats, and Ballyhoo or the following hypothetical situation: For a long time, Mary, a sophomore in high school, has wanted to use rouge, mascara, eye shadow, and false eyelashes, but her parents have strictly forbidden it. On the night of the sophomore dance, she applies all the cosmetics she has wanted to use. Joe, her date, arrives before Mary is ready. Ten minutes later, Mary rushes down the steps, grabs Joe by the arm, and dashes out	

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CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Language, groups, and significant others* influence an individual's self-image.	of the house. Her mother, about to wave good-by, notices the forbidden cosmetics. As Mary goes down the sidewalk her mother calls, "Wait until you get home!" Write a ten-line theme completing either of the above stories. Show why the mother of either girl reacted with such dismay and mention the ways the neighborhood and school influenced self-image. Would Mary's ethnic group make a difference in the story?	
	II. Read "A Day at Rome High" on pages 99-103 in Introduction to the Behavioral Sciences. Respond to the following questions: How did Lila's classmates influence her view of herself? What evidence from the story can you cite that indicates Lila's desire to belong to a certain group? How does Lila respond to people who are not part of her group?	Sandberg, John H. Introduction to the Behavioral Sciences. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart and Winston, Inc., 1969.
	In your school, do students form "in groups"? How is membership controlled? On what basis are such groups formed? Does a person's race, ethnicity, or social status influence acceptance by the groups? What do you believe is the relationship between group acceptance or rejection and self-image?	
	Listen to "Cliquing" from Introduction to the Behavioral Sciences Audio Visual Kit. Discuss these questions with your class: On what basis do young people form cliques? How do "in group" members view "outsiders"? How does membership in a clique affect self-image?	Introduction to the Behavioral Sciences Audio Visual Kit. Filmstrips (10) and record. $99.00. Producer: Holt, Rinehart and Winston, Inc. Distributor: Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017, 1969.
	I.-III. Create a collage or "paste up" which expresses your self-image and the factors which have influenced	

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CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Language, groups, and significant others* influence an individual's self-image.	you. You may wish to use colors, clippings from magazines and newspapers, photographs, textured materials, and small objects which seem significant to you in your design. Develop a written commentary to explain the items you chose and the reasons for your arrangement. Display your collage or "paste-up" in an appropriate place.	
	III. Choose a person who has had a strong influence on the development of your self-image. Try to identify the things this person has done which contributed to this influence by answering the following questions: Who is this person? How long have you known him? What is your relationship to him? Why has this person been a strong influence?	
	Discuss with the class those factors you have found evident in the development of your self-image. List and arrange them from the most often to the least often mentioned.	
	Interview an older relative or older friend, using the above questions. Compare the responses which they give to the factors you have listed. How similar or dissimilar are the responses?	
	Study a short account of someone you admire from a film, book, record, or periodical. Are any of the factors you have listed evident in the life of this person?	
	Review the factors which appear to have the greatest influence on the development of a positive self-image. Which factor would you apply in the following simulated situations:	
	An older brother overhears his younger brother talking to a friend about sniffing glue. You are the older	

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Language, groups, and significant others* influence an individual's self image.	brother. How would you act to improve your younger brother's self-image? The same older brother returns home from Vietnam as a drug addict. How would you, as the younger brother, act to improve your older brother's self-image?	

LEVEL IV -- THEME I: FOUNDATIONS FOR EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 3: Given the significance of cultural values, the learner will be able to describe the influence of ethnic groups on individual values.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
A person's ethnic background influences his system of values and beliefs. I. Determination of values II. Ethnic influence on values A. Family B. Education C. Religion D. Work	I. Write at least three answers to each of the following six questions, using a separate sheet of paper for each question. Keep a copy of your answers. What would you buy, and for whom, if you had an unlimited amount of money? What qualities do you value most in a friend? What accomplishment would you like to read about in your obituary? What would you choose to do for five years, if you could choose freely? If you had your choice, how would you spend an ordinary day? If you had unlimited funds to spend to help a person or a group that you haven't met and would never meet personally, who would you choose to help, and what form would the help take? Form six groups, one to a question, and list the most frequent answers. Ditto, or put on the board, the lists compiled. Compare your list with the common list, then make a new checklist for yourself by choosing the answers on the common list that you agree with strongly.		Describe an ethnic group other than your own. Use library research to discover the unique values of that group. Prepare a survey questionnaire which would reveal whether or not current members of the group adhere to, or have been influenced by, these values.

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CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
A person's ethnic background influences his system of values and beliefs.	Discuss the ideas and ideals that human beings think are important. What values are associated with the answers on the common list? What important values are not reflected in any of the answers? What sorts of questions are needed to get at them? Are everyone's values influenced by the world in which he grows up? Review your answers and mark the ones that you think are a result of your being: (1) born an American, (2) raised in the family and neighborhood that you were, and (3) the unique person that you are. Write a paper about the influence of one's immediate world on his values, based on your answers to the second and third reason. I - II. Rate each of the following on a 1 to 10 scale, 1 being complete agreement and 10 being complete disagreement: People should marry within their own religion. Schools should be integrated. Welfare should be abolished. Interracial dating should be accepted. People should marry within their own race. Neighborhoods should be segregated if the people living there desire it. Immigration to the United States should be restricted on the basis of origin of the immigrant. Birth control should be encouraged among poor people. The mentally retarded should be sterilized. The death penalty should be instituted for convicted rapists. Women should have careers. Homosexuality should be treated as a mental illness.	

(continued)

CONTENT

A person's ethnic background influences his system of values and beliefs.

LEARNING ACTIVITIES

Discuss the results. What does the exercise reveal about the values held by members of the class? Do you believe the racial and ethnic background of the students was a serious factor in their choices? Which of the statements would be most influenced, in your opinion, by the color or ethnicity of the respondent? Why? What assumptions are you making about the relationship among people of different color, ethnicity, and values? Can you think of any statements that would produce a different response depending on the color or ethnicity of the person giving the answer?

I - II. Using the chart below, fill in the physical features you would prefer in a girl friend or boy friend. Do not place your name on this paper. Pass them in to a recorder for consolidation.

Physical Features

Hair Color	Hair Texture	Skin Tone	Eye Color	Nose Shape	Lip Shape	Cheekbone Shape

According to class preferences, which features have the greatest acceptance? The least acceptance? How do you account for the differences in degree of acceptance? How does the order of acceptance reflect the ethnic and racial composition of the class?

Look for examples of the physical features used in the chart above, in the mass media (newspapers, magazines, television, books, movies). Keep a record of your observations for the next two days to determine which physical features appear most often in the mass media. Bring your results to class. Consolidate and discuss them in small group sessions. According to your group findings, which physical features appear most often? Least often? How do you account for the differences in the frequency of appearance of certain physical features? The infrequency of appearances of certain other physical features? How does this order of appearance reflect the ethnic and racial composition of the nation? Is

(continued

MATERIALS/RESOURCES

CONTENT

A person's ethnic background influences his system of values and beliefs.

LEARNING ACTIVITIES

there any relationship between your choice and the results of your group's findings? Why? Why not? In each group, make a collage representing the most acceptable physical features your group found evident from their research. Present your group findings and collage to the class. How do your results compare to the results of the rest of the class? Do you believe you can make any generalizations about physical beauty based upon your data? Explain.

Read the poem, "Two Who Crossed the Line (She Crosses)"
By Countee Cullen

From where she stood the air she craved
  Smote with the smell of pine;
It was too much to bear; she braved
  Her gods and crossed the line.

And we were hurt to see her go,
  With her fair face and hair,
And veins too thin and blue to show
  What mingled blood flowed there.
We envied her a while, who still
  Pursued the hated track;
Then we forgot her name, until
  One day her shade came back.

Calm as a wave without a crest,
  Sorrow-proud and sorrow-wise,
With trouble sucking at her breast,
  With tear distainful eyes.

She slipped into her ancient place,
  And, no word asked, gave none;
Only the silence in her face
  Said seats were dear in the sun.

(continued)

MATERIALS/RESOURCES

Ford, Nick Aaron, ed. Black Insights: Significant Literature by Black Americans, 1760 to the Present. Waltham, Massachusetts: Ginn and Co., 1971.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
A person's ethnic background influences his system of values and beliefs.	What does this poem show about the importance of physical features in the life of this person? When do you think this poem was written? (1925) Is this a problem today? Why? Why not? Is there any evidence to indicate a changing attitude toward physical appearance as a value in our society? What can you, as an individual, do to promote a positive attitude concerning physical appearance as it relates to ethnic groups and race?	
	I - II. (The Currier and Ives print, "The Ladder of Fortune," on page 121 in Promise of America: Breaking and Building, is a visual representation of a set of values sometimes called the Protestant Ethnic.) Draw a similar representation which would reflect the values of most American teen-agers. Compare your sketch with others done by your classmates. Discuss whether there is any evidence that ethnic identity influenced your choices. How might an American Indian or a recent immigrant draw such a representation?	Cuban, Larry and Roden, Philip. Promise of America: Breaking and Building. Glenview, Illinois: Scott, Foresman and Co., 1971.
	II. Make a chart comparing values, and child-rearing practices to encourage these values, of two ethnic groups. This information may be found in the following stories from the book, Many Peoples, One Nation: "Life in a Jewish Tenement," pp. 170-177, "The World Grows for the Fifth Chinese Daughter," pp. 178-186, "Love and Pasta," pp. 187-195, "Nisei Daughter," pp. 200-212, "A Hopi Childhood," pp. 213-220.	Rose, Peter I. Many Peoples, One Nation. New York: Random House, Inc., 1973.

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CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
A person's ethnic background influences his system of values and beliefs.	II. Read pages 126 and 127 in Racial and Ethnic Relations. Discuss whether or not the characters' answers revealed a relationship between ethnic background and attitudes toward their post-high school plans. Do you think that the experiences of the various immigrant groups produced ethnically consistent reactions to the promises and possibilities of American life.	Hughes, Helen MacGill, ed. Racial and Ethnic Relations. Boston: Allyn and Bacon, Inc., 1970.
	II. View the film Geronimo Jones. Write an essay explaining the value conflicts symbolized by the amulet and the television set. Show which set of values you think the boy is likely to adopt, according to the evidence in the film.	Geronimo Jones. $240.00. Time: 21 min. Producer and Distributor: Learning Corp. of America, 1972.

LEVEL IV -- THEME I: FOUNDATIONS FOR EQUALITY: EQUAL WORTH OF EVERY PERSON

Instructional Objective 4: Given the understanding of man's basic needs, the influence of culture upon personality, and the importance of individual and group values, the learner will be able to evaluate the uniqueness of the individual and his contributions to society.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Individual uniqueness is the result of the interaction of a combination of factors. I. Inputs A. Needs B. Culture C. Values II. Outcomes A. Lifestyle B. Contributions	TEACHER: I - II. (In Part I of Conflict in American Values: Life Style versus Standard of Living, an Indian, a black, and a youth give minority views on life in America. In Part II, several individuals' life styles are examined. Among those described are Frank Shorter, Jackson Pollock, Margaret Mead, and Claude Brown.) View Part II of Conflict in American Values: Life Style versus Standard of Living. Select one of the individuals from the presentation and describe his uniqueness. How did your person explain what produced the nonconformity in his life? As a class, discuss the public response to Jackson Pollock's paintings and his reaction, the family expectation for Margaret Mead and her choice of life style, Frank Shorter's explanation of the "what if blues," and Claude Brown's response to the young boy who wanted to know "what do you do, mister?" Can you cite other examples of persons who have heard a different drummer and thus made a unique contribution to society? Given the significance of environmental	Conflict in American Values: Life Style versus Standard of Living. Slides (160), records (2), and tapes (2). $99.00. Time: I-19 min.; II-17 min. Color. Producer: Society and Mankind, Inc. Distributor: The Center for Humanities, Inc.	Evaluate the uniqueness and contributions of some adult you admire after interviewing the person. Carefully prepare the questions you use in the interview. Your inquiries should encourage the subject to speak freely about his life and accomplishments. You may wish to consider the questions mentioned in the biography learning activity when you prepare for the interview. When you conduct the interview, record the responses in writing or on tape. Write a summary statement of your evaluation of the person's uniqueness and contributions.

(continued)

CONTENT

Individual uniqueness is the result of the interaction of a combination of factors.

LEARNING ACTIVITIES

forces on our lives, what do you believe is the origin of the strong individuality found in some persons? Do some ethnic groups encourage more individuality than others do?

II. Pick someone whom you deeply admire. Think about what makes him heroic in your eyes. Discuss in class whether you accept the definition of heroism as the manifestation of extraordinary courage in the heat of battle. Are there other definitions of heroism?

Select a hero and write an essay that shows why you admire this person. Is your subject admired because of unique moral qualities, accomplishments, or a combination of both factors?

I - II. Read a biography or autobiography by a man of an ethnic group. Write a book report using the biographical questions included in this activity as a guideline. Discuss the questions as a class activity before reading the book.

Biographical Questions

His Experience:
- What influence did his parents and/or kin group have?
- What ethnic, social, and religious influences had a significant impact on his life?
- What was the effect?
- How did his educational experiences prepare him for his life's work?
- What influences did *significant others* have on his life?

(continued)

MATERIALS/RESOURCES

ASIAN AMERICANS

Buck, Pearl. My Several Worlds: A Personal Record. New York: Pocket Books, Inc., 1954.

D'Amelio, Don. Taller Than Bandai Mountain: The Story of Hidey Noguchi. New York: Viking Press, 1968.

Hosokawa, Bill. Nisei, The Quiet Americans. New York: William Morrow and Company, Inc., 1969.

Wong, Jade Snow. Fifth Chinese Daughter. New York: Harper and Row Publishers, Inc., 1950.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Individual uniqueness is the result of the interaction of a combination of factors.	His Dream and Activity: What was his dream? How did he hope to make his d[illegible] come true? What, if any, obstacles were pl[illegible]d in his way? If so, by whom and why? What did he do to overcome these obstacles? His Achievement: What did he accomplish? Did he realize his dreams? Has anything of lasting value emerged as a result of his achievements? How could you use parts of this biography as a model for your own actions in trying to accomplish something in life? TEACHER: See MATERIALS/RESOURCES for some suggested books to read.	BLACK AMERICANS Bates, Daisy. The Long Shadow of Little Rock. New York: David McKay Company, Inc., 1962. Brown, Claude. Manchild in the Promised Land. New York: New American Library, Inc., 1965. Brownmiller, Susan. Shirley Chisholm: A Biography. Garden City: Doubleday and Company, Inc., 1971. Douglass, Frederick. Life and Times of Frederick Douglass: The Complete Autobiography. New York: Collier Books, 1962. Du Bois, William E.B. The Autobiography of W.E.B. DuBois. New York: International Publishers, 1968. Ellison, Ralph. Invisible Man. Westminster, Maryland: Random House, Inc., 1952. Gaines, Ernest J. Auto[illegible]phy of Miss Jane Pitman. Ne[illegible]ork: Dial Press Inc., 1971. Gregory, Dick. Nigger: An Autobiography. New York: E.P. Dutton and Company, Inc., 1964.

MATERIALS/RESOURCES

Johnson, James W. Autobiography of an Ex-Coloured Man. New York: Alfred A. Knopf, 1927.

Lewis, David. King, A Critical Biography. New York: Proeger Publishers, 1970.

Malcolm X and Haley, Alex. The Autobiography of Malcolm X. New York: Grove Press, Inc., 1966.

Moody, Anne. Coming of Age in Mississippi. New York: Dell Publishing Co., Inc., 1970.

Parks, Gordon. A Choice of Weapons. New York: Barkley Publishing Corporation, 1966.

Wright, Richard. Black Boy. New York: Harper and Row, Publishers, 1945.

JEWISH AMERICANS

David, Jay. Growing up Jewish. New York: William Morrow and Co., Inc., 1968.

Frank, Anne. Anne Frank: Diary of a Young Girl. New York: Washington Square Press, 1964.

Hans, Arnold. Sandy Koufax: Strikeout King. New York: G. P. Putnam's Sons, 1964.

Ribalow, Harold U. Autobiographies of American Jews. Philadelphia: Jewish Publication Society, 1965.

Stern, E. G. I Am a Woman and a Jew. New York: Arno Press, 1926.

NATIVE AMERICANS

Beckhard, Arthur J. Black Hawk. New York: Julian Messner, Inc., 1957.

Brown, Dee. Bury My Heart at Wounded Knee. New York: Holt, Rinehart and Winston, Inc., 1971.

Howard, James H. The Warrior Who Killed Custer: The Personal Narrative of Chief Joseph White Bull. Lincoln: University of Nebraska, 1969.

Kroeber, Theodora. Ishi in Two Worlds: A Biography of the Last Wild Indian in North America. Berkeley: University of California Press, 1961.

Ruby, Robert H. and Brown, John A. Holy Sun on the Columbia, A Biography of Chief Moses. Norman: University of Oklahoma Press, 1966.

OTHER AMERICANS

Borghild, Dahl. Homecoming. E. P. Dutton and Co., Inc., 1960. (Scandinavian)

Cutler, John. Cardinal Cushing of Boston. New York: Hawthorne Books, Inc., 1970. (Irish)

Erdman, Loula. Room To Grow. New York: Dodd Mead and Co., 1962. (French)

Ewen, David. The Story of George Gershwin. New York: Holt, Rinehart and Winston, Inc., 1943 (Russian)

Hagedorn, Hermann. The Hypherated Family. New York: Macmillan Co., 1960. (German)

Jacobs, Emma. A Chance to Belong. New York: Holt, Rinehart and Winston, Inc., 1953. (Czech)

Mann, Arthur. LaGuardia. Philadelphia: J. B. Lippincott and Co., 1959. (Italian)

Marshall, Catherine. A Man Called Peter. New York: McGraw-Hill Book Co., 1951. (Scots)

Merriam, Eve. Growing Up Female in America: Ten Lives. Garden City: Doubleday and Company, Inc., 1971. (Women)

MATERIALS/RESOURCES

Myers, Elizabeth. Angel of Appalachia: Martha Berry. New York: Julian Messner, 1970. (Appalachia)

Salom, Rizky. Syrian Yankee. Garden City: Doubleday and Co., 1972. (Greek)

Suhl, Yuri. Eloquent Crusader. Julian Messner, 1970. (Polish)

SPANISH SPEAKING AMERICANS

Azuela, Mariano. The Underdogs. New York: New American Library, 1960.

Barrio, Raymond. The Plum Plum Pickers. San Francisco: Canfield Press, 1971.

Hano, Arnold. Roberto Clemente: Batting King. New York: G.P. Putnam's Sons, 1968.

Lewis, Oscar. LaVida. Westminster, Maryland: Random House, Inc., 1966.

Newlon, Clark. Famous Mexican Americans. New York: Dodd, Mead and Co., 1972

Norris, Marianna. Dona Felisa: A Biography of the Mayor of San Juan. Dodd, Mead and Co., 1969.

Norris, Marianna. Father and Son For Freedom: Story of Puerto Rico's Luis Munez. New York: Dodd, Mead and Co., 1968.

Orlando, Cepeda. My Ups and Downs in Baseball. New York: G.P. Putnam's Sons, 1968.

Piri, Thomas. Down These Mean Streets. New York: New American Library, 1967.

Piri, Thomas. Savior, Savior, Hold My Hand. Garden City, Doubleday and Co., 1972.

Sterling, Philps. The Quiet Rebels. Garden City: Doubleday and Co., 1968.

Sterne, Emma Goldeis. Benito Juarez: Builder of a Nation. New York: Alfred A. Knopf, Inc., 1967.

Vasquez, Richard. Chicano. New York: Avon Books, 1970.

LEVEL IV -- THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 1: Given the ethnic diversity of the United States, the learner will be able to describe patterns of immigration and compare the relative sizes of various ethnic and cultural groups in the United States and Maryland.

CONTENT

America is a nation of people with diverse origins.

- I. Composition of American population
  - A. African
  - B. American Indian
  - C. Asian
  - D. European
  - E. Latin American
- II. Immigration
  - A. Historical patterns
  - B. Government policy

LEARNING ACTIVITIES

TEACHER:

I. Collect a series of pictures which depict people of the United States. Have the class attempt to identify the ethnic background of each person. Make sure you have at least one picture which represents every ethnic group in the United States. After viewing the pictures, hold a class discussion using the following question:
How did you decide the ethnic classification for each picture? Find out how, when the census is taken, people are classified.

Terms are frequently used to classify people. Find meanings for such terms as octoroon, quadroon, creole, mulatto, zambo, and mestizo in a dictionary.

I. Study the following charts:

ETHNIC MAKE-UP OF THE UNITED STATES (1970)

Blacks 22.6 million

Spanish 9.6 million
4.5 million-Mexican
1.4 million-Puerto Rican
600,000 -Cuban
2.6 million-Central and South American

(continued)

MATERIALS/RESOURCES

ASSESSMENT TASK

Describe the patterns of immigration and compare the relative sizes of various ethnic and cultural groups by completing the following test:

1. According to the 1970 Census, which of these minority groups is smallest in population?
   a. Japanese Americans
   b. American Indians
   c. Mexican Americans
   d. Puerto Ricans
2. Which of the following groups increased in population by 50 percent from 1960 to 1970?
   a. Chinese Americans
   b. American Indians
   c. Black Americans
   d. White Americans
3. A person from which of the following places is *not* an immigrant to the United States?
   a. Cuba
   b. Mexico
   c. Canada
   d. Puerto Rico

(continued)

CONTENT

America is a nation of people with diverse origins.

LEARNING ACTIVITIES

Asians 1.4 million
591,290-Japanese
435,062-Chinese
343,000-Filipinos
70,000-Koreans
100,000-Hawaiians
107,000-Turks
85,000-Lebanese
59,000-Israelis
59,000-Syrians
88,000-Western Asians
9,000-Pakistanis
76,000-Indians
108,000-Others

American-Indians 792,730

Answer the following questions from the chart above.

What conclusions do you draw from these figures?

Why are there no statistics for the European ethnic groups?

These statistics came from We, the Americans published by U.S. Department of Commerce, Bureau of Census. Get the statistics for any ethnic group which is missing above. Now study this chart:

ETHNIC MAKE-UP OF MARYLAND (1970)

Country	*Population*	*Population* (2nd generation)	*Population* (1st generation)
German	59,680	44,815	14,865
Italian	49,619	39,912	9,707
Russian	46,332	38,139	8,193

(continued)

MATERIALS/RESOURCES

ASSESSMENT TASK

4. The decade of smallest immigration to the United States in the 20th century was the:
   a. 1910's c. 1950's
   b. 1930's d. 1960's
5. Between the Civil War and World War I, the largest immigration to the United States came from:
   a. Southern and Eastern Europe
   b. Northern and Western Europe
   c. South America
   d. Asia
6. The quota system of the 1920's did not restrict immigration from:
   a. Asia c. Europe
   b. Africa d. South America
7. A person wishing to immigrate to the United States today receives preference on the basis of:
   a. Sex c. Skills
   b. Race d. Ethnic identity
8. Blacks make up about what percentage of Maryland's population?
   a. 5 percent
   b. 15 percent
   c. 25 percent
   d. 35 percent

(continued)

CONTENT

America is a nation of people with diverse origins

LEARNING ACTIVITIES

Country	*Population*	*Population* (2nd generation)	*Population* 1st generation)
English) Scottish) Welsh) Irish)*	40,291	29,048	11,243
Polish	39,334	32,571	6,763
Spanish	52,974		
Blacks	699,479		
Chinese	6,520		
Filipinos	5,170		
American-Indian	4,239		
Japanese	3,733		

*United Kingdom

Answer the following questions:
What conclusions do you draw from these figures?
Using both the preceding charts, is Maryland really an "America in miniature"?

I. Examine the following chart and answer the questions.

BLACK POPULATION IN THE UNITED STATES 1790-1970*

Year	*Population*	*Percent of Total*
1790	757	19.3
1810	1,378	19.0
1830	2,329	18.1
1850	3,639	15.7
1870	4,880	12.7
1890	7,489	11.9
1910	9,828	10.7
1930	11,891	9.7
1950	15,042	10.0
1970	22,673	11.2

(Population figures are in thousands)

*Source: Statistical Abstract of the United States, 1971, p. 24.

MATERIALS/RESOURCES

ASSESSMENT TASK

9. During which decade was the quota system abolished?
a. 1920's c. 1950's
b. 1940's d. 1960's

10. Indians comprise what percentage of the population of the United States?
a. Less than 1 percent
b. 5 percent
c. 10 percent
d. 15 percent

11. Blacks comprise what percentage of the population of the United States?
a. 6 percent
b. 12 percent
c. 25 percent
d. 50 percent

12. Spanish-speaking Americans comprise what percentage of the population of the United States?
a. 1 percent
b. 5 percent
c. 15 percent
d. 25 percent

13. The Census Bureau determines a person's ethnic identity on the basis of:
a. Parents
b. Neighborhood
c. Income
d. Self-assessment

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
America is a nation of people with diverse origins.	How do you account for the decline in the percentage of black population from 1790 to 1930? How do you account for the increase in the percentage of black population from 1930 to 1970? What prediction do you make about the black population in 1990?		14. A "second generation" American is one who: a. Was born in a foreign country b. Came to the United States while a child c. Has children born in the United States d. Is a child of immigrants 15. The largest number of Spanish speaking Americans came from: a. Spain c. Cuba b. Mexico d. Brazil

I. Study the chart and answer the questions:

INDIAN POPULATION GROWTH 1890-1970*

1890	248,253
1900	237,196
1910	276,927
1920	244,437
1930	343,352
1940	345,252
1950	357,499
1960	523,591
1970	792,730

*Source: We, The First Americans, U.S. Department of Commerce.

The difficulty of counting any ethnic group seems overwhelming. Who should be counted? What makes a person a member of an ethnic group? Concerning Indians, what do you believe the criteria should be? Should it depend on a certain percentage of Indian ancestry? If so, what percent? Should it depend on ability to speak an Indian language? Should it depend on place of residence (such as a reservation)? The Census Bureau counts anyone an Indian who claims he is one. Do you agree with this policy? Why, or why not?

(continued)

CONTENT

America is a nation of people with diverse origins.

LEARNING ACTIVITIES

How do you account for the tremendous increase (about 50 percent in Indian population from 1950 to the 1960 census and from the 1960 to the 1970 census?

II,A. Examine the chart and respond to the questions.

IMMIGRATION 1820-1970*

Period	*Immigrants*	*Period*	*Immigrants*
1820-30	151,824	1901-10	8,795,386
1831-40	599,125	1911-20	5,735,811
1841-50	1,713,251	1921-30	4,107,209
1851-60	2,598,214	1931-40	528,481
1861-70	2,314,824	1941-50	1,035,039
1871-80	2,812,191	1951-60	2,515,479
1881-90	5,246,613	1961-70	3,321,671
1891-1900	3,687,564		

*Source: We, The American Foreign Born, U.S. Department of Commerce

What hypothesis about the United States do you make after analyzing these figures?

Investigate both United States and world conditions that were responsible for the great fluctuations shown in the flow of immigrants.

MATERIALS/RESOURCES

(continued)

CONTENT

America is a nation of people with diverse origins.

LEARNING ACTIVITIES

II,A. Analyze the chart and respond to the questions.

PATTERNS OF IMMIGRATION TO THE UNITED STATES 1960-70*

Country of Origin	*1970*	*1965*	*1960*
Mexico	44,469	37,960	32,684
Philippines	31,203	3,130	2,954
Italy	24,973	10,821	14,933
Greece	16,464	3,002	3,797
Cuba	16,334	19,760	8,283
Jamaica	15,033	1,837	1,340
United Kingdom	14,158	27,358	26,643
Canada	13,804	38,327	30,990
China (including Taiwan)	14,093	4,057	3,681
Portugal	13,195	2,005	6,968
Dominican Republic	10,807	9,504	756
India	10,114	582	391
Germany	9,684	24,045	31,768
Korea	9,314	2,165	1,507
Yugoslavia	8,575	2,818	2,742
Total Immigration:	373,326	296,697	265,398

*Source: Statistical Abstract of the United States, 1971, p. 91.

Which countries showed the greatest increase from 1960 to 1970? Which showed the greatest decline? Rank the 15 countries on the basis of the 1960 data. Compare the rankings to the 1970 rankings. What conclusion do you draw about changing immigration patterns?

What hypothesis can you make about the effect of the immigration laws enacted in the 1960's?

MATERIALS/RESOURCES

(continued)

CONTENT

America is a nation of people with diverse origins.

LEARNING ACTIVITIES

II,A. Investigate European immigration patterns in the following books and complete the exercise:

People Make a Nation, pp. 62-63
Quest for Liberty, p. 425
The Immigrant's Experience, p. 26
Immigration: A Study in American Values, pp. 2-3
Immigrants in American Life, pp. 32-36
A New History of the United States, p. 455

What was the great difference in European immigration before and after the Civil War?

Why might post-Civil War immigration patterns produce more resentment in America than pre-Civil War patterns?

Why were such large numbers of immigrants encouraged to come to the United States between 1840 and World War I?

II,A-B. Examine the following figures and answer the questions:

EFFECTS OF 1921 AND 1924 IMMIGRATION ACTS*

	1921	*1921 Act*	*1924 Act*	*1929*
All countries	805,228	356,995	164,667	153,714
Europe	652,364	355,406	161,546	150,591
Germany	6,803	68,059	51,227	25,957
Great Britain	51,142	77,342	34,007	65,721
Ireland	28,435	incl. G.B.	28,567	17,853
Italy	222,260	42,057	3,845	5,802
Poland	95,089	25,827	5,982	6,524
Scandanavia	22,854	37,938	18,803	6,872
U.S.S.R.	10,193	34,284	2,248	2,784
Asia	25,034	1,043	1,300	1,323
Africa	1,301	122	1,200	1,200
Australia, New Zealand and the Pacific Islands	2,281	359	221	200

*Source: Immigration: A Study in American Values by E. Traverso

(continued)

MATERIALS/RESOURCES

Bartlett, Irving; Tenton, Edwin; Fowler, David; and Mandelbaum, Seymour. A New History of the United States. New York: Holt, Rinehart and Winston, 1969.

Chapin, June R.; McHugh, Raymond J.; and Gross, Richard E. Quest for Liberty. Baltimore, Maryland: Field Enterprises Publications, Inc., 1971.

Mann, Arthur. Immigrants in American Life. New York: Houghton Mifflin Co., 1968.

Oliver, Donald W. and Newmann, Fred M. The Immigrant's Experience. Middletown, Connecticut: American Education Publications, 1971.

Sandler, Martin W.; Rozwenc, Edwin; and Martin, Edward. People Make a Nation. Rockleigh, New Jersey: Allyn and Bacon, Inc., 1971.

Traverso, Edmund, Immigration: A Study in American Values. Englewood, New Jersey: D.C. Heath and Co., 1967.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
America is a nation of people with diverse origins.	The Immigration Acts of 1921 did not restrict immigration from the Western Hemisphere. Which continents were most restricted by the Quota System? Which European countries received the greatest reductions in the number of people allowed to emigrate to the United States? What do you believe was the motive behind the change in America's immigration policy? II,B. Examine the information below and respond to the questions. In 1965, Congress passed an immigration law which abolished the quota system that had limited immigration on the basis of the origin of the immigrant. President Lyndon Johnson signed the bill on Liberty Island where the Statue of Liberty stands. The following is part of his speech: "This bill....is one of the most important acts of this Congress. Fo[illegible] does repair a very deep and painful flaw in the [illegible] of American justice. This bill [illegible]mply that from this day forth those wishing t[illegible]rate to America shall be admitted on the basis of [illegible] skills and their close relationship to those [illegible]dy here. This is a simple test, and it is a fair test. Those who can contribute most to this country--to its growth, to its strength, to its spirit--will be the first to be admitted to this land. Under the previous system the ability of new immigrants to come to America depended upon the country of their birth. Only three countries were allowed to supply 70 percent of all the immigrants. Families were kept apart because a husband or wife or a child had been born in the wrong place. Men of needed skill and talent were denied entrance because they came from eastern or southern Europe or from one of the developing continents. This system violated (continued)	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
America is a nation of people with diverse origins.	the basic principle of American democracy--the principle that values and rewards each man on the basis of his merit as a man. It has been un-American in the highest sense because it has been untrue to the faith that brought thousands to these shores even before we were a country. Today, with my signature, this system is abolished. We can now believe that it will never again shadow the gate to the American Nation with the twin barriers of prejudice and privilege."* *Source: Immigrants in American Life by Arthur Mann, pp. 168-69. On what basis do you believe immigration should be restricted to the United States? Do you believe the United States should make it easier or more difficult for people to immigrate to this country? A result of the 1965 Immigration Act is that doctors, scientists, professors, and other well-educated persons are given preference in being admitted to the country. This has created a situation sometimes referred to as a "brain drain" from less developed nations. What is your opinion of the criticism that has been directed at the United States for doing this?	

LEVEL IV -- THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 2: Given the pluralistic nature of American Society, the learner will be able to describe how the various ethnic, cultural, and religious groups interact.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
When groups come in contact with each other, there are various possibilities of interaction. I. Patterns of interaction A. Dominant group toward minority group 1. Extermination 2. Expulsion 3. Segregation 4. Integration 5. Assimilation B. Minority group toward dominant group 1. Acceptance 2. Accommodation 3. Voluntary separation 4. Organized protest 5. Aggression II. Examples of interaction	I. Interview several students who are newcomers to your school within the past year. Use the following questions: Do you feel that you are a newcomer to the school or that you are a regular member of the school? If you still feel that you are a newcomer, when do you expect to feel like a regular member? What will have to happen to make you feel a regular member? What will others have to do? What will you have to do? If you already feel like a regular member, when did this feeling happen to you? What did others do to make you feel this way? What did you have to do? Without using names, the class should discuss the results of the interviews. Compare the process of assimilating new members into your school and assimilating new members (groups) into American society. Whose responsibility is it to make newcomers welcome in any society? Does your school have a plan to make newcomers feel "at home"? Should it? I,A. Read the following definitions of possible responses of a dominant group toward a minority group: Extermination - the attempt to solve the problem of minorities by the annihilation of the minority (continued)		Describe in an essay the possible ways that groups interact. Use examples from history to illustrate these patterns of interaction.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
When groups come in contact with each other, there are various possibilities of interaction.	Expulsion - the removal of the minority from the society Segregation - the spatial separation of the minority from the dominant members of the society Integration - the process by which the dominant and minority social categories function as equals Assimilation - two previously distinct social categories blend into unified social category. Amalgamation, or intermarriage between the groups brings about complete assimilation. (Definitions from Thomas and Anderson, Sociology: The Study of Human Relationships, pp. 161-164)	Thomas, W. LaVerne and Anderson, Robert J. Sociology: The Study of Human Relationships. 757 Third Avenue, New York, New York 10017 Harcourt Brace Jovanovich, Inc., 1972.
	Select a minority group in America in a particular historical period and determine which of the five responses was most evident. Present your conclusions to the class and discuss any differences in interpretation.	
	Select a minority in America today; for example, Indians, blacks, Mexican Americans, or various white ethnics and determine which possible responses might apply. Are there people both in the dominant society and the minority itself who disagree on how the groups should interact with each other? What are possible sources of disagreement? How do you believe the groups will get along together in the future? Cite the evidence to support your beliefs.	
	I,B. Read the following definitions concerning minority group response to the dominant group: Acceptance - accepts minority status and role Accommodation - resents minority status and may hate members of the dominant group but is unable to protest or do anything about it Voluntary separation - members of the minority group separate themselves from the dominant group by their own choice Organized protest - acceptable acts to bring about a change in minority status and role Aggression - militant outlet for frustration, possibly violence or destructive behavior	

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
When groups come in contact with each other, there are various possibilities of interaction.	Select a minority group in America in a particular historical period and determine which of the five responses was the most frequently used pattern by the minority group. Present your findings to the class and discuss any differences in interpretation.	
	Select a present-day American minority group and discuss which pattern it would most likely favor. Prove this with historical facts.	
	TEACHER: II. (Oral history is an important means of gathering facts in historical research.) Divide your community into small areas, such as blocks. Assign a student to visit as many residences as possible. Each student will interview the resident, taping his conversation with these people. Some suggested guide questions are:	
	In what ethnic group do you place yourself? What is the ethnic background of your parents? Grandparents? Is any other language besides English spoken in your home? How long have you resided in this community? What folklore do you know about your family history? What history and folklore of this community do you know?	
	Tabulate your results to show what ethnic groups are found in your community. Is there evidence of segregation, integration, or voluntary separation in your community?	
	Compile a booklet of "Folklore of (Community Name)."	
	Contrast your community's ethnic make-up with that of the United States and Maryland.	
	II. Read "The Case of John Nichols" from The Immigrant's Experience, pp. 43-56. John Nichols is a second generation American who is troubled by the conflict between loyalty to his father and his desire to "be American."	Oliver, Donald W. and Newmann, Fred M. The Immigrant's Experience. Middletown, Connecticut: American Education Publications, 1969.

(continued)

When groups come in contact with each other, there are various possibilities of interaction.

Compare your childhood to that of John Nichols and judge the decisions made by him in trying to resolve his dilemma. What interaction patterns are evident in this case?

II. Look at the following list of real names and stage names:

June Allyson--Ella Geisman
Cyd Charisse--Tula Finklea
Claudette Colbert--Claudette Chauchoin
Tony Curtis--Bernie Schwartz
Doris Day--Doris Kapplehoff
Kirk Douglas--Issur Danielovitch
Glenn Ford--Gwylln Ford
Lawrence Harvey--Larry Skikne
Rita Hayworth--Margarita Carmen Cansino
Cary Grant--Archie Leach
Robert Taylor--Spengler Arlington Brough

What do the real names tell us about the ethnic sources of our entertainers? When were these movie stars active? What considerations seem to have governed the choice of stage names? Find the stage names of more modern entertainers, including musical stars. Do these newer names show any change in the public relations men's assessment of public attitudes? Discuss.

Some public figures, among them Engelbert Humperdinck, formerly Jerry Dorsey and Lew Alcindor, now Abdul Jabbar, do not seem to have had the same goals in mind when they changed their names. Does this reveal anything about attitudes?

Do you or your family know anyone who (or whose father) changed his name (like Spiro Agnew)? Why was it done? How do they or their descendants feel now about the change? Would you think of changing your name? Discuss the reasons.

II. View the film The Immigrant Experience. Discuss the pressures brought to bear on the family in order to "Americanize" them. Which family members were most likely to retain their original customs and language? Why? What

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The Immigrant Experience. $390.00. Time: 31 min. Color. Producer: Linda Gottlieb. Distributor: Learning Corporation of America, 1973.

CONTENT

When groups come in contact with each other, there are various possibilities of interaction.

LEARNING ACTIVITIES

aspects of Polish culture are most likely to be retained by all family members? What choices were offered to the boy? Do you feel he made the right decision? Do the final scenes in the film offer evidence of cultural pluralism or assimilation?

TEACHER: Note that this series will require about two class periods to complete.

II. Look at the filmstrip series They Came To America. Discuss the questions at the end of the final filmstrip. What interactions are demonstrated in the four case studies? Write an essay explaining why immigrant groups, once they settled into the United States, opposed new immigrants, often using the same arguments which had been used against them.

II. Study, from several sources, the following events as examples of group interactions: the 1877 Nez Perces expulsion, the 1885 Rock Springs, Wyoming massacre, and the 1919 Chicago race riots. Show the pattern these examples illustrate. How are these events similar? How are they different? Why did these events take place? Could they have been prevented? What were the consequences for each of the ethnic groups involved? Could any of these events take place today?

II. Read The Neighborhood: The Story of Baltimore's Little Italy. Prepare a list of features which make this inner-city enclave distinctive.

Compare and contrast Baltimore's "Little Italy" with other ethnic communities in Maryland, such as the Amish in western Maryland and Spanish-Americans in Takoma Park. How do the communities differ? How are they similar?

Read "The Passing of the West End" from The Immigrant's Experience, pp. 20-25. (In this story, an ethnic neighborhood is threatened by an urban renewal project.) "Persisting Questions of Modern Life" on p. 25 includes a series of activities that you may use to stimulate

(continued)

MATERIALS/RESOURCES

They Came To America. Filmstrips (4) and records (4) $70.00/f.s. and records; $78.00/f.s. and cassettes. Time: 80 min. Color. Distributor: Audio Visual Narrative Arts, 1972.

Chapin, June; McHugh, Raymond and Gross, Richard. Quest for Liberty. San Francisco: Field Educational Publications, Inc., 1971.

Cuban, Larry. The Black Man in America. Glenview, Illinois: Scott, Foresman and Co., 1971.

Franklin, John Hope. From Slavery to Freedom. New York, New York: Vintage Press, 1969.

Jones, Claire. The Chinese in America. Minneapolis, Minnesota: Lerner Publications Co., 1972.

Pearson, Keith. The Indians in American History. 757 Third Avenue, New York, New York 10017: Harcourt Brace

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CONTENT

When groups come in contact with each other, there are various possibilities of interaction.

LEARNING ACTIVITIES

thinking about ethnicity and public policy.

II. Conduct research on one of the numerous organizations in the United States formed to promote the interests of ethnic, racial, and religious groups. A partial list of such organizations follows:

- Association on American Indian Affairs
- Association of the Sons of Poland
- B'nai B'rith
- Council of Southern Mountains, Inc. (Box 2307, College Station, Berea, Kentucky)
- Federation of American Citizens of German Descent
- Japanese American Citizens League
- La Raza Nueva (2815 West Commerce, San Antonio, Texas)
- Lithuanian Community of Baltimore (120 North Front Street, Baltimore, Maryland)
- National Association for the Advancement of Colored People
- National Organization for Women
- Order Sons of Italy in America
- Polish National Alliance (1627 Eastern Avenue, Baltimore, Maryland)
- Society of the Friendly Sons of St. Patrick
- Sons of Norway
- Ukranian - American Youth Association (2301 Eastern Avenue, Baltimore, Maryland)

Present your research in written form. You should have information regarding why, when, and where the organization was founded and the past and present leaders of the group. If possible, include the present aims, accomplishments, and membership figures for the organization. Addresses may be found in The World Almanac, if they did not appear in the previous list.

Discuss in class the patterns of interaction fostered by this kind of group. Are such groups founded because of the pressures of the dominant society?

MATERIALS/RESOURCES

Jovanovich, Inc., 1973.

Sandler, Gilbert. The Neighborhood: The Story of Baltimore's Little Italy. 901 North Howard Street, Baltimore, Maryland 21212: Bodine and Associates, Inc., 1974.

Oliver, Donald W. and Newmann, Fred M.. The Immigrant's Experience. Middletown, Connecticut: American Education Publications, 1969.

Delury, George, ed. The World Almanac. New York, New York: Newspaper Enterprise Association, Inc., 1974.

CONTENT

When groups come in contact with each other, there are various possibilities of interaction.

LEARNING ACTIVITIES

TEACHER:

II. Divide the class into several small groups. Have each group listen to the cassette relative to their topic and then complete the following chart. Students should be advised that some columns will not be as full as others.

	Place of Settlement in the United States	Kind of Interaction in the United States	Kind of Problems Facing the United States	Contributions for Which They Are Known
American Indians				
Black Americans				
Chinese Americans				
French Americans				
German Americans				
Irish Americans				
Italian Americans				
Japanese Americans				
Jewish Americans				
Mexican Americans				
Polish Americans				
Puerto Ricans				
Russian Americans				
Scandanavian Americans				

(continued)

MATERIALS/RESOURCES

Ethnic Studies: The Peoples of America. Filmstrips (4), Tapes (16), and Spirit Masters (36). $185.00 Time: 291 min. Color. Distributor: Educational Design, Inc., 1973.

History of American Immigration. Cassettes (20). $89.50. Producer: Westinghouse Learning Press. Distributor: Westinghouse Learning Press, 1973.

CONTENT

When groups come in contact with each other, there are various possibilities of interaction.

LEARNING ACTIVITIES

	Place of Settlement in the United States	Kind of Interaction in the United States	Kind of Problems Facing the United States	Contributions for Which They Are Known
Slovak Americans				
Ukranian Americans				

MATERIALS/RESOURCES

LEVEL IV — THEME II: ALLIANCE FOR EQUALITY: EQUAL WORTH OF EVERY ETHNIC GROUP

Instructional Objective 3: Given the diffuse origins of the American people, the learner will be able to describe ethnic, cultural, and religious group contributions to the mosaic of our culture.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
American culture has been enriched by the contributions of ethnic, cultural, and religious groups. I. Foods II. Architecture and interior design III. Music IV. Dance V. Politics VI. Sports VII. Poetry VIII. Fashion IX. Science and technology X. Language XI. Art	TEACHER: Be sure to follow local regulations regarding the preparation of food in school. I. Research the ethnic contributions to the American diet and prepare a seven-day menu/cookbook of ethnic foods to be distributed to class members. Use regional and ethnic cookbooks to discover the ingredients and method of preparation for each dish you include on your menu and be certain to write these directions in your menu/cookbook. Taste-test the results of your research. In class, discuss the more familiar dishes we eat, which are of ethnic origin, and the varieties of foods included in the American diet which are ethnic contributions. You may wish to prepare a chart illustrating the ways that a staple food, such as bread, appears in many cultures. Show the grains used, the methods of preparation, and the ways of serving this basic food. II. Investigate the design elements of different cultures that have influenced American architecture and interior decoration and prepare a scrapbook identifying and illustrating these elements. Begin by using books and periodicals (such as House Beautiful and Better Homes and Gardens) to identify the variety of styles and techniques adapted for use in the United States. Illustrations of each style and technique may be obtained by going out into your community and taking snapshots, clipping photographs from your own	Brown, Dale. American Cooking. Rockefeller Center, New York, New York 10020: Time-Life Books, 1968. European Cooking - Traditional Recipes from Twenty-Four Nations. P. O. Box 7600, Chicago, Illinois 60680: Rand McNally and Co., 1958. Leonard, Jonathan. Latin-American Cooking. Rockefeller Center, New York, New York 10020: Time-Life Books, 1968. Van der Post, Laurens. African Cooking. Rockefeller Center, New York, New York 10020: Time-Life Books, 1970. Waldo, Myra. The Complete Book of Oriental Cooking. 750 Third Avenue, New York, New York 10017: David McKay Co., Inc., 1960.	Describe the ethnic, cultural, and religious group contributions to the mosaic of our culture in a series of advertisements. Prepare through advertisements to sell any product of your choice by appealing to these groups through a positive presentation of their heritage. Ad descriptions can include suggested background music, slogans, settings, human figures, and their costumes.

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CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
American culture has been enriched by the contributions of ethnic, cultural, and religious groups.	copies of magazines and newspapers, or drawing sketches from reference volumes. Caption each illustration to clearly indicate the design element you have isolated and the culture from which it was derived.	
	Conduct a class discussion to determine whether or not there is a growing tendency in the United States to include a variety of styles and designs in buildings and home furnishings. Compare mail order catalogues from 1902 and today to check your conclusions.	The 1902 Edition of the Sears Roebuck Catalogue. 419 Park Avenue, New York, New York 10016: Crown Publishers, Inc., 1969.
	III.-IV. Read and/or listen to the lyrics from protest songs which reflect the problems of certain ethnic groups. What problems do they identify? What solutions, if any, do they offer? "Half Breed" by Cher, "Strange Fruit" by Billie Holliday, and "Big Brother" by Stevie Wonder are examples of the type of song you should consider.	Courlander, Harold. Negro Folk Music, U.S.A. 562 West 113th Street, New York, New York 10025: Columbia University Press, 1963.
	Form small groups to select the music of a popular song and write your own lyrics to show an ethnic concern and a possible solution to the problem. Tape record your song to the music.	Dowdey, Gerald. Journey to Freedom. 1139 South Wabash Avenue, Chicago, Illinois 60605: Swallow Press, Inc., 1969.
	Study folk dances using library sources and interviews with performers. If possible, attend the production of a dance company. In your groups, discuss the purposes of folk dance. How does the dance interpret the way of life of a particular group? What rhythmic patterns, musical instruments, and costumes are generally associated with the dances you studied? Create a simple folk dance, based on the protest song your group wrote and taped, to express your message.	Rubin, Ruth, ed. A Treasury of Jewish Folksong. 200 Madison Avenue, New York, New York 10016: Schocken Books, 1964. Sainte-Marie, Buffy. The Buffy Sainte-Marie Song Book. 51 Madison Avenue, New York, New York 10010: Grosset and Dunlap, Inc., 1971.
	Consolidate the songs and dances from the groups into a review. Present the review in a school assembly.	
	V. Report to your class on the ethnic aspects of a recent election. You may be able to interview an unsuccessful candidate to determine whether or not he or she analyzed the voting records of ethnic, racial, and religious	White, Josh. The Josh White Song Book. Chicago, Illinois: Quadrangle Books, 1963.

(continued)

CONTENT

American culture has been enriched by the contributions of ethnic, cultural, and religious groups.

LEARNING ACTIVITIES

groups within the election district. Examine newspaper files to discover whether ethnically identifiable candidates emphasize their background. In your local area, can such a candidate win by appealing only to voters in his own group? Is there evidence that coalitions of ethnic, racial, and religious groups were formed? If so, do you think that these coalitions will shift according to the issues of an election, the personalities of the candidates running or will they remain stable?

On the basis of your report, present to your class a profile of a "winner" for their reaction.

VI. Investigate the history of a sport, such as baseball, football, basketball, or boxing and report to your class on the ways that ethnic, racial, and religious group members have achieved recognition in these areas. What factors made it possible for minority group individuals to enter these sports? Was it difficult for these persons to develop their athletic skills before becoming professionals? What was the reaction to these individuals on the part of their team mates, the general public, and other members of their group?

VII. Compile a multi-ethnic life cycle in poetry by searching for poems of many ethnic groups celebrating birth, childhood, youth, maturity, old age, and death. Use the card catalog of your library to find poetry anthologies which may help you. Copy these poems in a booklet that can be shared by your classmates. Discuss the poems as they reflect individual, ethnic, and universal concerns. A sample life cycle follows:

Birth - "Birth," Lea Goldberg (Hebrew) in Poems from the Hebrew
Childhood - "The Fashioning of the Children," (Osage Indian) in American Indian Poetry
Youth - "Letter to Kay Boyle," Shawn H. Wong (Chinese) in Asian-American Authors
Maturity - "Kitchenette Building," Gwendolyn Brooks (Black) in Afro-American Authors

(continued)

MATERIALS/RESOURCES

Fuchs, Lawrence H. American Ethnic Politics. 10 East 53rd Street, New York, New York 10022: Harper and Row, Publishers, Inc., 1968.

Heller, Peter. In This Corner. 630 Fifth Avenue, New York, New York 10020: Simon and Schuster, 1973.

Kahn, Roger. The Boys of Summer. 10 East 53rd Street, New York, New York 10022: Harper and Row, Publishers, Inc., 1971.

Koppett, Leonard. Twenty-Four Seconds to Shoot. 866 Third Avenue, New York, New York 10022: Macmillan Publishing Co., 1968.

Leckie, Robert. The Story of Football. 201 East 50th Street, New York, New York 10022: Random House, Inc., 1965.

Ritter, Lawrence S. The Glory of Their Times. 866 Third Avenue, New York, New York 10022: The Macmillan Publishing Co., 1966.

Adams, William. Afro-American Authors. 2 Park Street, Boston, Massachusetts 02107: Houghton Mifflin Co., 1972.

CONTENT

American culture has been enriched by the contributions of ethnic, cultural, and religious groups.

LEARNING ACTIVITIES

Old Age - "Little Diary on Growing Old," Carlo Betocchi (Italian) in Poems From Italy
Death - "A Funeral for Mrs. Potash," Samuel Tagatac (Filipino) in Asian-American Authors

VIII. Stage an ethnic fashion show. First identify fashions in garments, hairstyles, jewelry, and accessories derived from other cultures and adapted for use in the United States. You may discover articles of apparel, such as the dashiki, poncho, turban, and moccasin or style influences, such as a Russian, Indian, or Spanish "look" in fashion.

Use a visual maker to translate illustrations from magazines into slide transparencies. Construct men's and women's clothing exhibiting the "borrowings" you identified. Then using the slides as a backdrop for the fashion show models and recorded ethnic music to set the mood for your narration, present your fashion show as a school assembly.

IX. Investigate the contributions to science or technology made by the following persons after dividing the names among class members. Prepare a brief biography of each on file cards. Arrange the file cards so that they may be used by students doing research in your school library.

American Indian	Everett Rhoades
Black	Daniel Hale Williams
	Charles Drew
	Benjamin Banneker
	Ernest Just
Czech	Ales Hrdlicka
Chinese	Toung Dao Lee
	Chen Ning Yang
Croatian	Nickola Tesla

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MATERIALS/RESOURCES

Cronyn, George. American Indian Poetry. 386 Park Avenue, New York, New York 10016: Liveright Publishing Corp., 1962.

Hsu, Kai-Yu and Palubinska, Helen. Asian-American Authors. 2 Park Street, Boston, Massachusetts 02107: Houghton Mifflin Co., 1972.

Mezey, Robert. Poems from the Hebrew. 666 Fifth Avenue, New York, New York 10003: Thomas Y. Crowell Co., 1973.

Smith, William J. Poems from Italy. 666 Fifth Avenue, New York, New York 10003: Thomas Y. Crowell Co., 1972.

CONTENT	LEARNING ACTIVITIES		MATERIALS/RESOURCES
American culture has been enriched by the contributions of ethnic, cultural, and religious groups.	English	Elizabeth Blackwell	
		Samuel Morse	
		Eli Whitney	
		Thomas Edison	
	Dutch	James Van Allen	
		William Kolff	
	French	Eleuthere DuPont	
		Octave Chanute	
	German	Charles Steinmetz	
		Polycarp Kusch	
		Werner Von Braun	
	Greek	George Papanicolaou	
	Hungarian	Edward Teller	
		Albert Szent-Gyorgyio	
	Indian	Kumar Patel	
		Subrahmanyan Chandrasekhar	
	Irish	Tom Dooley	
	Italian	Enrico Fermi	
	Japanese	Hideyo Noguchi	
	Jewish	Albert Einstein	
		Jonas Salk	
		Selman Waksman	
		Robert Oppenheimer	
	Mexican	Luis Alvarez	
	Norwegian	Norman Borlaug	
	Polish	Casimir Punk	
		Bronislaw Malinowski	
	Scottish	Robert Fulton	
		Cyrus McCormick	
	Swedish	John Ericsson	
		Vincent Bendix	
	Ukrainian	Igor Sikorsky	
	X. Divide the following words among the members of the class. Report to the class on the meaning, pronunciation, and cultural category of each word. (Cultural category may include things, such as political		Courlander, Harold. Negro Folk Music U.S.A. 562 West 113th Street, New York, New York 10025: Columbia University Press, 1963.

(continued)

CONTENT

American culture has been enriched by the contributions of ethnic, cultural, and religious groups.

LEARNING ACTIVITIES

activities, interpersonal relations, prepared food, articles of use, and ways of looking at nature.)

allemand
do-si-do
depot
butte
chute
portage
prairie
chowder
levee
shivaree
lagniappe
pirogue
armoire
praline
bayou
picayune
pueblo
eldorado
ranch
hacienda
tortilla
torino
adobe
lasso
buckaroo
remuda
arroyo
lariat
tamale
coyote
chili
avocado
zombie
banjo
cooter
yam
goober
juke
juju
voodoo
samba
tabby
tote
gumbo
shout
boogie
blues
jazz
riff
stride
bop
powwow
caucus
squaw
hominy
totem
peyote
chinook
moccasin
tepee
hickory
chipmunk
tomahawk
papoose
moose
skunk
hogan
pemmican
hamburger
dumb
coleslaw
delicatessen
pretzel
lager
sauerbraten
noodle
sauerkraut
kibitz
schnozzle
blintz
schmaltz
schmuck
kosher
goy
chutzpah

Answer the following questions:
Why should a clearly foreign word enter into a language?
What is the connection between cultural contribution and word contribution to a culture?
How many of the words have native English equivalents?
If it does not, is it because it describes something unique to the culture it comes from?
What words has this list missed?
How many of these words have you heard of?
How many of these words do you use?

Write a humorous short story, using as many of these terms (correctly) as you can.

XI. Visit a major art museum or arrange with the Baltimore Museum of Art to borrow their traveling display

(continued)

MATERIALS/RESOURCES

Turner, Lorenzo D. Africanisms in the Gullah Dialect. 330 Madison Avenue, New York, New York 10017: Arno Press and the New York Times. 1969.

Wentworth, Harold and Flexner, Stuart B. Dictionary of American Slang. 666 Fifth Avenue, New York, New York 10003: Thomas J. Crowell Co., 1960.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
American culture has been enriched by the contributions of ethnic, cultural, and religious groups.	of sculptural facsimilies. Examine human and animal figures of Chinese, Greek, West African, American Indian, French Impressionistic, and Modern origins. What similarities in design, treatment, and materials can you discern? What differences? Borrow books from the library showing examples of modern painting, posters, and graphic design. Find one illustration from these sources that seems to "match" or "go with" the sculptures you examined. What does this tell you about cultural influences in modern art?	

LEVEL IV - THEME III: BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

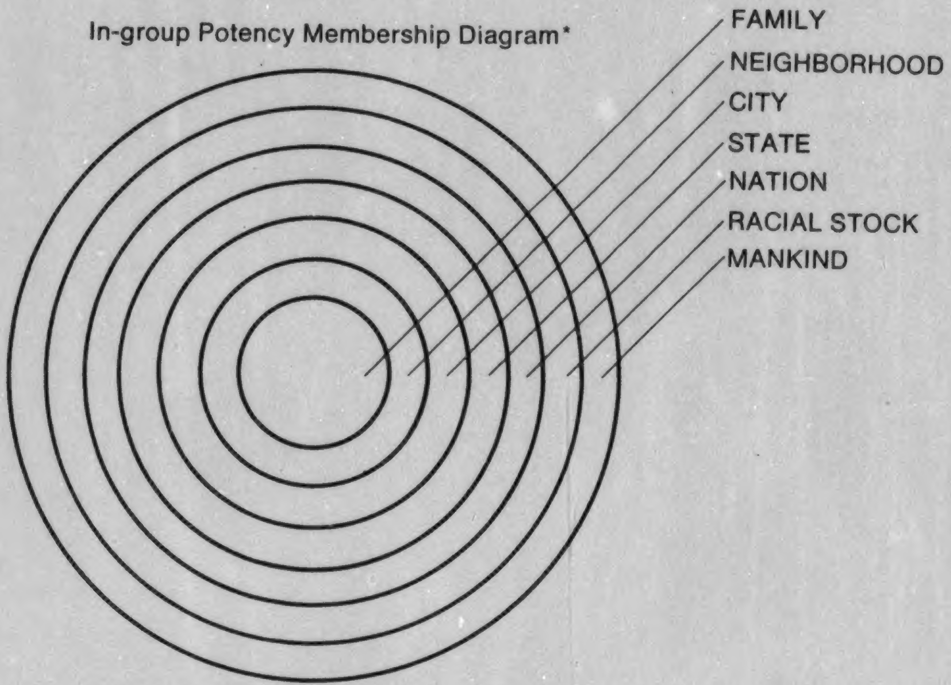
Instructional Objective 1: Given the terms prejudice, discrimination, stereotype, scapegoat, racism, ethnic group, minority group, ethnocentrism, and sexism, the learner will be able to define and give an example of each.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
The comprehension of terms is vital to the understanding of related theories. I. Definitions A. Prejudice B. Discrimination C. Stereotype D. Scapegoat E. Racism F. Ethnic group G. Minority group H. Ethnocentrism I. Sexism II. Examples	I,A. Draw a picture illustrating a heathen, a barbarian, or a foreign devil. What did you use as a model for your drawing? Why did you select this model? Is your picture complimentary? Why? Why not? What do you think determines a person's visual perception of and behavior toward individuals who are different? I,A. View the film, The Eye of the Beholder and discuss the conditions which determine why each person's perception was different. Refer to a dictionary for a definition of the word prejudice. How is prejudice related to visual perception? What things other than visual perception can cause prejudiced feelings? TEACHER: I,A. Use the visual perception experiment in The Images of People if the above film is unavailable. I,A,II. Read the poem, "We and They" by Rudyard Kipling in Prejudice and Discrimination, p. 7, or "The Sneetches" by Dr. Seuss in Many People, One Nation, p. 310-312. Discuss the concept of in-group and out-group in the poem. Has a condition of separateness always existed among different groups of people? List the groups you would call your "in-groups" and compare your list with the	The Eye of the Beholder. Time: 25 min. Producer and Distributor: General Electric Co., Electronics Park Building 7, Room 201, Syracuse, New York 13201, 1953. Sociological Resources for the Social Studies. Images of People. 740 Atlantic Avenue, Boston, Massachusetts 02210: Allyn and Bacon, Inc., 1969. Allport, Gordon. The Nature of Prejudice. 501 Franklin Avenue, Garden City, New York 11530: Doubleday Anchor Books, 1958. Rose, Peter, ed. Many Peoples, One Nation. 201 East 50th Street, New York, New York 10022: Random House, Inc., 1973. Social Science Staff of the Educational Research Council of America. Prejudice and Discrimination. 740 Atlantic Avenue, Boston, Massachusetts 02210: Allyn and Bacon, Inc., 1973.	Make a simplified dictionary for the terms prejudice, discrimination, stereotype, scapegoat, racism, ethnic group, minority group, ethnocentrism, and sexism. Include for each term a definition and an example to illustrate an understanding of the term. or Write an essay showing through definition and example how prejudice is related to each of the following terms: discrimination, stereotype, scapegoat, racism, ethnic group, minority group, ethnocentrism, and sexism.

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
The comprehension of terms is vital to the understanding of related theories.	list of a classmate. Are any of the groups the same? Why? Why not? What determines membership in a group? Choose, at random, the name of a group from a class-developed list which includes ethnic groups, religious groups, cultural groups, and social groups. Would you consider the group you selected an in-group or an out-group for you? Why? Can in-group and out-group roles be reversed? how? Using the in-group list you developed, fill in and discuss the In-Group Potency Membership Diagram.	

In-group Potency Membership Diagram*



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*Allport, Gordon. *The Nature of Prejudice*, p. 42.

CONTENT

The comprehension of terms is vital to the understanding of related theories.

LEARNING ACTIVITIES

TEACHER:
I,A. Show the filmstrips What is Prejudice, Part I, and Prejudice, Part I. These also illustrate the concept of in-group and out-group development and conflict.

I,B,II. Evaluate the statement an English judge made to several men convicted of participating in a race riot:

> Think what you like...But once you translate your dark thoughts into savage acts, the law will punish you and protect your victims.

Use the statement to illustrate how "dark thoughts" once translated into "savage acts" become discrimination. Develop several scenarios in which prejudiced thinking leads to discriminatory action. For example, a black couple attempting to move into a white suburban community could be used by completing the scenario to show the prejudiced thought and the discriminatory action. Show the further relationship between prejudice and discrimination by using similar scenarios for other forms of prejudice (e.g., sex, age, and religion). Draw a poster illustrating an act of discrimination.

TEACHER:
I,C,II. Divide the class into groups to research and analyze stereotypes in advertising. Have each group watch television commercials and collect magazine and newspaper advertisements featuring blacks. For the television commercials, make a chart showing the product advertised, the general physical appearance of the person or persons used in the commercial, and the setting for the commercial. Make a group collage of the ads which should also include the source of the picture. Analyze the television commercial charts and the collage to see if common patterns emerge.

MATERIALS/RESOURCES

Prejudice. Filmstrips (2) and records (2). $37.50. Producer: Guidance Associates of Pleasantville, New York, 41 Washington Avenue, Pleasantville, New York 10570. Distributor: Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017, 1972.

What Is Prejudice. Filmstrips (2) and record. $38.50. Producer: Warren Schloat Productions, Inc., 150 White Plains Road, Tarrytown, New York 10591. Distributor: Prentice-Hall, Inc., P.O. Box 47X, Englewood Cliffs, New Jersey 07632, 1969.

Legacy of the Dream. 16 mm film. $350.00. Time: 26 min. Producer and Distributor: Martin Luther King, Jr. Foundation, New York, New York, 1974.

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
The comprehension of terms is vital to the understanding of related theories.	What racial stereotypes are evident? Describe them. What old racial stereotypes have been changed or destroyed? What kind of product is being advertised? Is there a stereotypical relationship between the subject and the product? Consolidate the results from each group and write a television commercial or a newspaper or magazine ad to summarize your results. Is there any truth in stereotypes? Discuss.	
	I,D,II. Read and discuss the definition of scapegoating given below. Prejudice and discrimination often lead to actions which prevent people from accepting unpleasant truths about themselves. The displacement of this fear can be expressed as aggressive action toward a vulnerable person or group. This is called scapegoating. Research the origin of the word scapegoating. Show how each of the following examples illustrate a pattern of scapegoating by identifying the dominant group, the scapegoat, the action taken against the scapegoat, and the result of the action taken. Japanese Americans on the west coast of the United States during World War II. Poor black and white farmers in the South after the Civil War. Jews in Germany during World War II. What patterns of scapegoating are evident in these examples? Why was the action taken and how was it justified by the dominant group? What other examples of scapegoating can you give?	

CONTENT

The comprehension of terms is vital to the understanding of related theories.

LEARNING ACTIVITIES

I.E. Read the following statements about the term racism.

Whitney Young in Beyond Racism: Building an Open Society defines racism as, "the assumption of superiority and the arrogance that goes with it..."

Ina Corinne Brown in Understanding Race Relations says, "...racism refers to the assumption that behavior is determined by race...that peoples of different races will have different histories and cultures because of their race."

Melvin Heinfield in his introduction to Cracks in the Melting Pot says of racism "...attitudes rooted in an acceptance of the status quo with respect to segregation and inequality."

In Race: Is Integration the Answer to America's Racial Problems? racism is defined as, "...the belief that one group of people is inferior to another because of particular racial (physical) characteristics... it preaches inferiority of one race and superiority of another."

The United States Commission on Civil Rights in 1970 defines racism as "any attitude, action, or institutional structure which subordinates a person or group because of his or their color."

On the basis of the definitions given, evaluate in an essay these statements:

"Racism and discrimination are woven intimately into the fabric of American life." Cracks in the Melting Pot.

(continued)

MATERIALS/RESOURCES

Brown, Ina Corinne. Understanding Race Relations. P.O. Box 47X, Englewood Cliffs, New Jersey 07632: Prentice-Hall, Inc., 1973.

Grier, William H. and Cobbs, Price M. Black Rage. 666 Fifth Avenue, New York, New York 10019: Bantam Books, Inc., 1968.

Institute for Contemporary Curriculum Development. Race: Is Integration the Answer to America's Racial Problems. 488 Madison Avenue, New York, New York 10022: Cambridge Book Co., 1972.

Steinfield, Melvin. Cracks in the Melting Pot. Beverly Hills: Glencoe Press, 1970.

United States Commission on Civil Rights. Racism in America and How To Combat It. Washington: Clearinghouse Publication (National Advisory Commission), 1970.

Young, Whitney M. Beyond Racism. 1221 Avenue of the Americas, New York, New York 10036: McGraw-Hill Book Co., 1969.

CONTENT

The comprehension of terms is vital to the understanding of related theories.

LEARNING ACTIVITIES

"For black and white alike, the air of this nation is perfumed with the idea of white supremacy and everyone grows to manhood under this influence." Black Rage.

"Race prejudice has shaped our history decisively in the past; it now threatens to do so again. White racism is essentially responsible for the explosive mixture which has been accumulating in our cities since the end of World War II." Report of the National Advisory Commission on Civil Disorders.

1,F,G,II. Complete the following table:

		Ethnic Group	
		Yes	No
Minority Group	Yes		
	No		

(Above table is a sample. Enlarge as necessary.)

Fill in the following groups on the ethnic-minority table:

Teen-agers
Puerto Ricans
Physically handicapped
Men
Black Americans
Married people
Women
White Anglo Saxon Protestants
Ex-mental patients

Adults
Jews
American Indians
Catholic ethnics
Mexican Americans
Japanese Americans
College graduates
High school dropouts
Mentally retarded
Unmarried women

(continued)

MATERIALS/RESOURCES

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
The comprehension of terms is vital to the understanding of related theories.	Explain what criteria you used for filling in the table. Write your definitions for ethnic group and minority group. Look up the definitions given by social scientists and compare with your definitions.	
	I,H,II. Listen to "Brooklyn's Hasidim" and "Neighbors in Brooklyn" from the record, Introduction to the Behavioral Sciences which illustrates ethnocentrism in a metropolitan community. Why did the Hasidic Jews evoke such mixed reactions from the community? Several sociologists see ethnocentrism as a critical factor in group prejudice. Tensions in our society are due partly to the distinctions we make in terms of what "We" think "They" are like without having factual information. Collect examples from your own experiences to illustrate a tendency on your part to praise and protect your own ethnic group at the expense of ethnic groups that differ from your group in some way. What evidence is there of ethnocentrism in your home and neighborhood? To what degree does ethnocentrism play a part in school activities? Does extensive contact reduce or increase ethnocentrism?	Introduction to the Behavioral Sciences Audio Visual Kit. Filmstrips (10) and record. $99.00. Producer and Distributor: Holt, Rinehart and Winston, 383 Madison Avenue, New York, New York 10017, 1969.
	I,I,II. Read these excerpts from "What Men Have Said About Women," The American Woman. The five worst infirmities that afflict the female are indocility, discontent, slander, jealousy, and silliness... Such is the stupidity of woman's character, that it is incumbent upon her in every character, to distrust herself and obey her husband . Confucian Marriage Manual.	Merrick, Toni. The American Woman: Her Image and Her Roles.

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CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
The comprehension of terms is vital to the understanding of related theories.	Nature intended women to be our slaves - they are our property; we are not theirs. They belong to us just as a tree that bears fruit belongs to a gardener. What a mad idea to demand equality for women! Women are nothing but machines for producing children. Napoleon Bonaparte. Women, in general, want to be loved for what they are and men for what they accomplish. The first for their looks and charm; the latter for their actions. Theodore Reik. Woman as a person enjoys equal dignity with men, but she was given different tasks by God and by Nature which perfect and complete the work entrusted to men. Pope John XXIII.	

LEVEL IV -- THEME III: BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 2: Given the pervasiveness of prejudice and discrimination, the learner will be able to summarize several theories explaining the causes of prejudice and discrimination.

CONTENT

Social scientists theorize that prejudice and discrimination are caused by an interaction of several factors.

I. Competition and conflict

II. Displaced aggression

III. Personality needs

IV. Conformity to social norms

LEARNING ACTIVITIES

TEACHER:
Explain the following ideas to the class. This could be accomplished by placing the outline on the board and presenting the material in a lecture or planned discussion or by reproducing the material and having the class read it.

CAUSES OF PREJUDICE AND DISCRIMINATION

The development of prejudice and discrimination is a complex mix of many factors according to many social scientists who have investigated the concepts. Four major categories are often listed as components in the formation of prejudice. They are:

1. Competition and conflict
2. Displaced aggression
3. Personality needs
4. Conformity to social norms

Competition and conflict

Political, economic, and ideological competition can produce or increase prejudice. Members of the dominant group who believe that people from other groups are rivals for jobs, housing, or political power tend to have increased feelings of dislike and hostility toward the other group.

A classic case involved attitudes in America toward Chinese immigrants in the

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MATERIALS/RESOURCES

Allport, Gordon W. The Nature of Prejudice. 501 Franklin Avenue, Garden City, New York 11530: Doubleday Anchor Books, 1958.

Aronson, Elliot. The Social Animal. 25 Madison Avenue, New York, New York 10022: The Viking Press, 1972.

Sampson, Edward E. Social Psychology and Contemporary Society. 605 Third Avenue, New York, New York 10016: John Wiley & Sons, Inc., 1971.

Thomas, W. LaVerne and Anderson, Robert J. Sociology: The Study of Human Relationships. 757 Third Avenue, New York, New York 10017: Harcourt Brace Jovanovich, Inc., 1972.

ASSESSMENT TASK

Examine the influences in your life that have tended to make you prejudiced. Summarize any two theories about the causes of prejudice and discrimination and cite examples from your own life.

CONTENT

Social scientists theorize that prejudice and discrimination are caused by an interaction of several factors.

LEARNING ACTIVITIES

19th century. There was little negative feeling toward the Chinese when they first arrived and worked on the transcontinental railroad. The work was hard, pay was low, and few whites wanted the jobs. However, after the railroad was completed, job competition between the groups increased and so did anti-Chinese prejudice. The immigrants were subjected to harassment and brutality. Immigration from China was stopped in 1883.

Another example was the growing tension and hostility between blacks and whites in many cities after World War I. Returning soldiers of both races found themselves in competition for houses and jobs. Race riots occurred in many cities, including a week-long disturbance in Chicago. Thirty-eight people were killed, hundreds were injured. When the bloodshed and burning stopped, a commission was appointed to investigate the causes of the riot. Among the findings were reports on the influence of job and housing competition between blacks and whites.

Displaced aggression

Why is it that some people seem to get great pleasure in "picking on someone smaller than themselves"? Have you ever seen a child, or an adult, who was mad at someone or something "take it out on someone or something else"? Psychologists call this behavior an example of displaced aggression. If the real object of anger is absent from the scene or is too powerful to challenge, some people will loose their feelings on another target--one that is available and relatively powerless. Often the new target is a person or group of people already disliked. Thus, when one group is frustrated, another is sometimes punished.

Minority groups in America have often suffered from displaced aggression by the dominant group. A study has revealed that from 1880 to 1930 in the United States there was high correlation between cotton prices and the number of blacks lynched. As prices

(continued)

MATERIALS/RESOURCES

Social scientists theorize that prejudice and discrimination are caused by an interaction of several factors.

went down, lynching increased. Although this is not proof that frustration over economic matters produced violent anti-black behavior, it does support the theory that there might be a causal relationship between the two.

Personality needs

There is evidence that more prejudiced people have personality traits that are different from those of less prejudiced people. The highly prejudiced person has tendencies toward rigidity in beliefs, possession of conventional values, intolerance of weakness, suspicion of others, and respect for authority to an unusual degree. Persons having these traits are referred to as "authoritarian personalities."

How does a person acquire this type of personality? Social scientists indicate that influences early in a child's life are extremely important. Some say the authoritarian personality, as a child, tends to be very insecure and highly dependent on his parents. Schools and other institutions can contribute to developing this type of personality if they are rigid and coercive. As an adult, the authoritarian maintains outward respect for authority, while at the same time releasing displaced aggression against powerless groups to whom he feels superior.

Some psychologists believe that prejudicial attitudes develop in a person when he observes and models himself after people who themselves are prejudiced. Thus, a child who has prejudiced parents may incorporate into his own personality aspects of his parents' attitudes towards others.

Conformity to social norms

Societies establish norms of behavior that serve as guides for the way people should act. Members of any society are subjected to various kinds of pressures, both obvious and subtle, to conform to the standards. Obviously, if the norms include assumptions about the relative worth of groups within the society, people will tend to conform to the norm and accept the assumptions. For hundreds of years, many

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CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Social scientists theorize that prejudice and discrimination are caused by an interaction of several factors.	Americans have accepted the notion that white was superior. This assumption became so pervasive in the culture that racism is now deeply ingrained in the institutions of the nation. A system of segregated practices became the norm accepted by many Americans, not because they necessarily really believed that segregation was desirable, but because that pattern had become the standard for race relations. An example of this is a 1952 West Virginia study of white miners' attitudes toward blacks. Below ground the groups were integrated; above ground, segregated. Over half of the men behaved in patterns that were inconsistent with their attitudes, but they followed the norms and accepted integration in one situation and segregation in another. This result supports the theory that the key to ending prejudice and discrimination lies in changing behavior patterns first. Attitude change will follow. Thus, if integrated institutions became the norm, prejudicial attitudes toward minorities would decrease. I. Play the Prisoner's Dilemma game. There are two players. Each has two cards--one black and one red. On each trial each player holds up one of his two cards. Payoffs are as follows: If both hold up red, they each get 3 points. If both hold up black, they each get 1 point. If one holds up red and one holds up black, the one who holds up red gets 0 points and the one who holds up black gets 6 points. The object of the game is to get as many points as possible in five rounds. After the game, discuss the following questions: How did you feel during the game? Did you feel cooperative or competitive toward the other player? If you thought the other player was trying to beat you, did it change your attitude toward the other player? Can you draw any conclusion about the outcome of this exercise and the theory that competition and conflict can be sources of prejudice? (continued)	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Social scientists theorize that prejudice and discrimination are caused by an interaction of several factors.	I. Debate the following topic: Resolved: Schools contribute to the development of prejudice when they overemphasize competition in academic achievment and interscholastic sports.	
	I. Read "The Chicago Race Riot," pp. 93-107 in The Black Man in America. This reading includes excerpts from the investigation by the Chicago Commission on Race Relations of the underlying reasons for the riot. Do these readings reinforce or contradict the idea that competition and conflict can increase a prejudice that already exists? Explain.	Cuban, Larry. The Black Man in America. 1900 East Lake Avenue, Glenview, Illinois 60025: Scott, Foresman and Co., 1971.
	II. Read Lottery by Shirley Jackson. This play dramatically portrays the idea of selecting an innocent victim to suffer for the benefit of the community. Read selections from The Golden Bough which deal with scapegoating. Answer the following questions: Why do you believe innocent people are sometimes selected to be punished for things they did not do? How do the examples you read correspond to the concept of displaced aggression? Could you support a community that punished innocent people? What would you be willing to do to stop such practices?	Jackson, Shirley. Lottery. 959 Eighth Avenue, New York, New York 10019: Avon Books, 1971. Frazer, Sir James. The Golden Bough. 866 Third Avenue, New York, New York 10022: Macmillan Publishing Co., 1970.
	II. Write an account from your own life that could be interpreted as an example of displaced aggression. Use pseudonyms to protect the innocent and guilty. If you cannot think of an actual incident, make up a fictitious account that illustrates the concept.	
	II. Observe the behavior of young children playing in groups. Record any examples of displaced aggression that you see. Report your findings to the class and discuss your observations. (continued)	

CONTENT

Social scientists theorize that prejudice and discrimination are caused by an interaction of several factors.

LEARNING ACTIVITIES

What conclusions do you make about the absence or presence of displaced aggression in young children?

III. Respond to psychologist T. W. Adorno's description of the authoritarian as having the "bicyclist's personality" -- "Above they bow, below they kick." Interpret the meaning of this saying and describe how it might help explain the relationship between personality and prejudice.

III. Develop, in groups, plans for raising children that would discourage formation of authoritarian personalities. Compare the plans of the various groups. Form a consensus, if possible. If your school has a child growth and development course, invite the teacher or a student from the class to talk about the relationship between personality and prejudice. Other possible sources of information could be a guidance counselor from your school or a professional from outside the school.

III. Prepare a chart of incidents or practices at your school that would tend to produce authoritarian or non-authoritarian personalities. Do not use the names of the persons involved. Discuss your findings in class. What conclusions do you make about the effect of schools on personality development?

III. Read "Golden Rule Days," pp. 58-61 from Introduction to the Behavioral Sciences. Write a critical review of Jules Henry's thesis based upon your own elementary school memories.

IV. Write a poem, short story, or character sketch which shows how social pressures influence the development of prejudice within a person.

IV. Read "The Fastest Runner on Sixty-first Street" from Promise of America: Sidewalks, Gunboats, and Ballyhoo. Explain Morty's attitude toward blacks, his friends' attitude toward blacks, and his subsequent behavior with

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MATERIALS/RESOURCES

Sandberg, John H. Introduction to the Behavioral Sciences. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart and Winston, 1969.

Cuban, Larry. Promise of America: Sidewalks, Gunboats, and Ballyhoo. 1900 East Lake Avenue, Glenview, Illinois 60025: Scott, Foresman and Co., 1971.

CONTENT

Social scientists theorize that prejudice and discrimination are caused by an interaction of several factors.

LEARNING ACTIVITIES

blacks. What conclusion do you make about prejudice and peer group pressure?

IV. Describe a movie, television show, novel or short story that you are familiar with that concerns an individual's resistance to group prejudice. How was the individual treated by the group? Make a list of the character traits that you think are helpful in resisting group prejudice.

IV. Read "William Wilson's Story," pp. 142-148 from Promise of America: Sidewalks, Gunboats, and Ballyhoo. Interpret Schelhaus' attitude and behavior within the framework of the four theories of the causes of prejudice.

I.-IV. Read "A Profile of Prejudice," pp. 248-252 from An Introduction to the Behavioral Sciences. Hypothesize the causes of Miss Lawrence's racial attitudes within the framework of the four theories of the causes of prejudice.

I.-IV. Read "How Children Learn Prejudice," pp. 253-259 from An Introduction to the Behavioral Sciences. Summarize Allport's explanation of the causes of prejudice.

I.-IV. Study the following categories of the possible combinations of prejudice (attitude) and discrimination (behavior). A person can be:

A. Prejudiced and discriminating
B. Prejudiced and non-discriminating
C. Non-prejudiced and discriminating
D. Non-prejudiced and non-discriminating

Make up an example for each category. Two examples for category B. "Jocko Crunch is a white athlete who is prejudiced toward blacks but plays on his school's integrated football team." "Jack Armstrong is a black salesman who is prejudiced toward whites but works in a predominantly white store."

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MATERIALS/RESOURCES

Sandberg, John H. Introduction to the Behavioral Sciences. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart and Winston, 1969.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Social scientists theorize that prejudice and discrimination are caused by an interaction of several factors.	Explain the circumstances that might make a person's attitude and behavior contradict each other. Which of the four theories of causes of prejudice seems to be most influential in causing an inconsistent pattern?	

LEVEL IV - THEME III: BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 3: Given the definitions and theories of prejudice and discrimination, the learner will be able to list and explain some ways that ethnic, cultural, and religious minorities have been the victims of discrimination.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Ethnic, cultural, and religious minorities have been victimized by discrimination in the United States.	I,A. View the sound filmstrips Indians: Strangers in Their Own Land. Discuss the value differences and other areas of conflict that separated Indian and white culture.	Indians: Strangers in Their Own Land. Filmstrips (2) and records (2). $35.00. Time: 49 min. Color. Producer and Distributor: Audio Visual Narrative Arts., 1972.	List the group associated with each of the following terms, explain the term, and tell what the discrimination was in each case. Anti-Semitism Bilingual Frito Bandito Involuntary bondage Lynching Polygamy Priest-ridden Relocation Trail of tears Yellow peril.
I. Discrimination against ethnic and cultural groups A. American Indians B. Blacks C. Mexican Americans D. Orientals E. Others	I,A. Cooperate with class members to produce an illustrated time line of American Indian history from 1607 to the present. Sources you might consult include: Red and Yellow, Black and Brown, pp. 23-30; The Underside of American History, pp. 3-48; Cracks in the Melting Pot, pp. 43-70; Minorities: U.S.A., pp. 1-61, and materials from the library. When the time line has been completed, use it to help in a discussion of the discriminatory practices used against Indians.	Finkelstein, Milton; Sandifer, Jawn; and Wright, Elfreda. Minorities: U.S.A. 175 Fifth Avenue, New York, New York 10010: Globe Book Co., Inc., 1971. Frazier, Thomas, ed. The Underside of American History. 757 Third Avenue, New York, New York 10017: Harcourt Brace Jovanovich, Inc., 1973.	
II. Discrimination against religious groups A. Catholics B. Jews C. Others	I,A. Make a study of movies, television shows, novels, children's games, and American paintings to determine the kinds of prejudice manifested against the American Indian. Identify the stereotypes and discriminatory actions evident in these areas. Make an oral report to your class about your findings.	Hildebrand, Ernest, ed. Viewpoints: Red and Yellow, Black and Brown. 25 Groveland Terrace, Minneapolis, Minnesota 55403: Winston Press, 1973. Steinfield, Melvin. Cracks in the Melting Pot. Beverly Hills, California: Glencoe Press, 1970.	

CONTENT

Ethnic, cultural, and religious minorities have been victimized by discrimination in the United States.

LEARNING ACTIVITIES

I,B. Construct a chart based on actual accounts of slaves and their reactions to slavery. The chart should contain four columns: Living Conditions, Family Life, Working Conditions, Leisure and Recreation. Case studies and first-hand accounts can be found in the following list of sources.

A Documentary History of the Negro People in the United States, pp. 120-125, 206-208, 246-250.

Promise of America: Struggling for the Dream, pp. 127-143.

Afro-American History: Primary Sources, pp. 64-91.

Selected Case Studies in American History, pp. 127-167.

Eyewitness: The Negro in American History, pp. 106-134.

In Their Own Words - A History of the American Negro, 1619-1865, pp. 36-50, 60-68, 85-96.

Negro Views of America, pp. 7-13.

Negroes in American Life, pp. 29-45.

When the charts are completed, discuss your evidence in class. What conclusions can you draw about slavery?

MATERIALS/RESOURCES

Aptheker, Herbert, ed. A Documentary History of the Negro People in the United States. 120 Enterprise Avenue, Secaucus, New Jersey 07094: The Citadel Press, 1969.

Cuban, Larry and Roden, Philip. Promise of America: Struggling for the Dream. 1900 East Lake Avenue, Glenview, Illinois 60025: Scott, Foresman and Co., 1971.

Frazier, Thomas R., ed. Afro-American History: Primary Sources. 757 Third Avenue, New York, New York 10017: Harcourt Brace Jovanovich, Inc., 1970.

Gardner, William; Berry, Robert; and Olson, James. Selected Case Studies in American History. Vol. 1. 740 Atlantic Avenue, Boston, Massachusetts 02210: Allyn and Bacon, Inc., 1969.

Katz, William L., ed. Eyewitness: The Negro in American History. 6 East 43rd Street, New York, New York 10017: Pitman Publishing Corp., 1971.

Meltzer, Milton, ed. In Their Own Words - A History of the American Negro 1619-1865. 666 Fifth Avenue, New York, New York 10003: Thomas Y. Crowell Co., 1964.

Oliver, Donald W. and Newmann, Fred M. Negro Views of America. Middletown, Connecticut: American Education Publication, 1967.

Wade, Richard C., ed. Negroes in American Life. 1 Beacon Street, Boston, Massachusetts 02107: Houghton Mifflin Co., 1970.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Ethnic, cultural, and religious minorities have been victimized by discrimination in the United States	I,B. Find the origin of the term "Jim Crow." Place on the chalkboard the following statements: Any Caucasian or Negro will receive a maximum penalty of six months in prison if they "play together or in company with each other in any game of cards or dice, dominoes or checkers." People of the Negroid race will have their own phone booths, Coca-Cola machines, and drinking fountains. Any Negro who uses the "white only" booth, machine, or fountain will receive a year in prison. Negroes will bury their dead dogs in a dog cemetery separate from the cemetery for dead dogs of white owners. Discuss these statements. List other "Jim Crow" laws by legislatures after 1880. Some suggested references are: Autobiography of Miss Jane Pittman by Ernest Gaines, Colored Woman in a White World by Mary Church Terrell, The Autobiography of an Ex-Colored Man by James W. Johnson, and Breakthrough to the Big League by Jackie Robinson. When did "Jim Crow" laws begin? When were they declared illegal? Why?	David, Jay and Crane, Elaine, Editors. Living Black in White America. 105 Madison Avenue, New York, New York 10016: William Morrow and Co., Inc., 1971. (Mary Church Terrell) Gaines, Ernest. Autobiography of Miss Jane Pittman. 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, New York 10017: Dial Press, Inc., 1971. Johnson, James W. The Autobiography of an Ex-Colored Man. 201 East 50th Street, New York, New York 10022: Alfred A. Knopf, Inc., 1927. Robinson, Jackie. Breakthrough to the Big League. 10 East 53rd Street, New York, New York 10022: Harper and Row, Publishers, Inc., 1965.
	I,B. Watch the sound filmstrips The KKK: Our Anti-Social Klub. Discuss the ways that Klan members persecuted black Americans. According to these filmstrips, what factors encouraged Klan membership? What aspects of American society permitted Klan violence? Investigate attitudes toward the Klan and similar groups shown in news and picture magazines of the late 1950's, such as Life, Time, and Newsweek. Do you see a connection between Klan activity and social and economic frustration of Klan members? If these social and economic problems were alleviated, would organizations such as this persist?	The KKK: Our Anti-Social Klub. Filmstrips (2) and records (2). $38.00. Time: 34 min. Color. Producer and Distributor: Life Educational Productions, Inc., 1969.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Ethnic, cultural, and religious minorities have been victimized by discrimination in the United States.	I,B. View the film I'm a Man and write the answer to the question: Was he convicted of carrying a deadly weapon? Discuss the evidence of discrimination in the film. What might have caused this discrimination? How can the discrimination be alleviated?	I'm a Man. 16 mm. $250.00. Time: 26 min. Color. Distributor: Contemporary Films - McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, New York 10020, 1970.
	I,B. Watch the film Richard Hunt Sculptor. In the film, Mr. Hunt says, "I think it is interesting to point out that there is a lot of stereotyped thinking about Negroes and Negro culture and that some of this rubs off on individuals, and this may give a sort of distorted picture of their development." How does the film prove or disprove this quotation? Are there evidences of discrimination in the film?	Richard Hunt Sculptor. 16 mm. $195.00. Time: 14 min. Color. Distributor: Encyclopedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Illinois 60611, 1970.
	I,C. List the types of discrimination faced by Mexican-Americans in the United States after reading such sources as pp. 202-227 in The Mexican-Americans: An Awakening Minority, pp. 41-46 in Viewpoints: Red and Yellow, Black and Brown, and pp. 194-205 in The Underside of American History. Discuss the ways that the Mexican American experience is typical of discrimination against ethnic groups. How is the experience of this group unique?	Franzier, Thomas, ed. The Underside of American History. 757 Third Avenue, New York, New York 10017: Harcourt Brace Jovanovich, Inc., 1973. Hildebrand, Ernest, ed. Viewpoints: Red and Yellow, Black and Brown. 25 Groveland Terrace, Minneapolis, Minnesota 55403: Winston Press, 1973. Servin, Manuel. The Mexican-Americans: An Awakening Minority. Beverly Hills, California: Glencoe Press, 1970.
	I,C. View the film Chicano from the Southwest. List characteristics of the Mexican American's way of life as depicted by the film. What evidences of discrimination are found in the film? Why do you think this discrimination exists? How could it be diminished or removed?	Chicano from the Southwest. 16 mm. $200.00. Time: 21 min. Color. Distributor: Encyclopedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Illinois 60611, 1970.
	I,C. Watch the filmstrips, Portrait of a Minority: Spanish-Speaking Americans. The filmstrip states, "Prejudice and discrimination against Spanish-speaking Americans is widespread, according to recent reports of a federal civil rights commission." Using the evidence in the filmstrip, defend or refute this statement in a panel discussion.	Portrait of a Minority: Spanish-Speaking Americans. Filmstrips (2) and records (2) or cassettes (2). $35.00/f.s. and record $37.00/f.s. and cassettes. Time: 32 min. Color. Producer: The Associated Press. Distributor: Scott Education, 1972.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Ethnic, cultural, and religious minorities have been victimized by discrimination in the United States.	I,C. Research some of the legislation and court decisions which affected ethnic groups from the Orient. Some of the topics might be: Chinese Exclusion Act, 1882 *United States versus Wong Kim Ark, 1898* Gentlemen's Agreement of 1907 Immigration Act of 1924 *Hirabayaski versus United States, 1943* Executive Order 9066, 1942 *Korematsu versus United States, 1944* *Ex parte Endo, 1944* Emergency Detention Act of 1950. In your judgment, why were these decisions rendered or these laws passed?	Cushman, Robert E. Leading Constitutional Decisions. New York: Appelton-Century-Crofts, 1970.
	I,C. Write a critical review of the following articles from Viewpoints: Red and Yellow, Black and Brown. Contrast the presence or absence of discrimination. "Japanese and White Relations," pp. 180-186 "Ethnic Heritage Aided Nisei," pp. 217-227.	Hildebrand, Ernest, ed. Viewpoints: Red and Yellow, Black and Brown. 25 Groveland Terrace, Minneapolis, Minnesota 55403: Winston Press, 1973.
	TEACHER: I,D. Show one of the following filmstrips concerning Japanese-American relocation during World War II: Immigration: The Dream and the Reality, part 6 Japanese American Relocation, 1942 Minorities Have Made America Great, part 11 Relocation of Japanese Americans: Right or Wrong?	Immigration: The Dream and the Reality. Filmstrips (6) and records (6). $90.50 Time: 120 min. Color. Distributor: Warren Schloat Productions, Inc., 150 White Plains Road, Tarrytown, New York 10591, 1971. Japanese-American Relocation, 1942. Filmstrips (2), records (2), reading booklets (24), and game. $45.00. Distributor: Olcott Forward, Inc., 1970. Minorities Have Made America Great. Filmstrips (12) and records (12). $90.50. Time: 130 min. Color. Distributor: Warren Schloat Productions, Inc., 150 White Plains Road, Tarrytown, New York 10591, 1968. Relocation of Japanese-Americans: Right or Wrong? Filmstrips (2) and records (2). $29.00. Time: 33 min. Distributor: Zenger Productions, Inc., 1972.
	I,D. Write an editorial for a California newspaper supporting the establishment of relocation centers or write a letter to the editor of the same newspaper, assuming the role of a Japanese American and give your opinion regarding relocation. Use a date in January of 1942.	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Ethnic, cultural, and religious minorities have been victimized by discrimination in the United States.	II,A,B. View the slide-tape presentation The Distorted Image. Discuss the meanings of the terms stereotyping and scapegoating. Describe the stereotype of the Irish Catholic and the Jew as shown in the slides. Were these stereotypes used to serve a purpose? If so, what purpose?	The Distorted Image. Slides (6) and record or cassette. $35.00. Time: 28 min. Color. Producer and Distributor: Anti-Defamation League of B'nai B'rith.
	TEACHER: II,A,B. Divide the class into two groups. Have one group study discrimination against Catholics, the other study discrimination against Jews. Possible sources about Catholics include Immigrants in American Life, pp. 124-126, Immigration: A Study in American Values, pp. 20-26, Minorities: U.S.A., unit 5. Anti Semitism discussion can be found in Cracks in the Melting Pot, chapter 7, Minorities: U.S.A., unit 6, and The Majority Minority, pp. 144-150.	Finkelstein, Milton; Sandifer, Jawn; and Wright, Elfreda. Minorities: U.S.A. 175 Fifth Avenue, New York, New York 10010: Globe Book Co., Inc., 1971. Mann, Arthur. Immigrants in American Life. 1 Beacon Street, Boston, Massachusetts 02107: Houghton Mifflin Co., 1968. Steinfield, Melvin. Cracks in the Melting Pot. Beverly Hills, California: Glencoe Press, 1970.
	Have each group report its findings to the rest of the class. Discuss with the class the fears about Catholics and Jews revealed by their reading. List on the chalkboard the ways that these groups have been discriminated against in American society, using evidence uncovered by students. Ask students whether or not there are indications that discrimination against these groups is lessening or growing.	Stroud, Drew McCord. Viewpoints: The Majority Minority. 25 Groveland Terrace, Minneapolis, Minnesota 55403: Winston Press, 1973. Traverso, Edmund. Immigration. A Study in American Values. 125 Spring Street, Lexington, Massachusetts 02173: D.C. Heath and Co., 1964.
	II. Read the following questions and respond in writing. In which communities do you feel there would be the least discrimination? Why? A large city...30% Catholic, 40% Jewish, 30% Protestant A small city...30% Catholic, 10% Jewish, 60% Protestant A small Protestant town with 20 Catholics A small Protestant town with 3 Jewish families A commune	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Ethnic, cultural, and religious minorities have been victimized by discrimination in the United States.	II,C. Use library research to dicover the issues in each of the following situations: Mormons - polygamy, Amish - required school attendance age, Jehovah's Witnesses - pledge to the flag. Were any of these groups discriminated against? If so, was the discrimination caused by the same factors that caused anti-Catholic and anti-Jewish feelings?	
	I,II. Role play a house-buying experience. Randomly select a price, racial pattern of neighborhood, ethnic or racial identity of seller, and ethnic or racial identity of buyer. This could be done by drawing them out of a hat. The buyers and sellers could be individuals or married couples. Someone should role play a real estate agent trying to complete the sale. The variables are as follows: *Residential pattern of neighborhood* All black All white Integrated *Price range of home* $7,000-$10,000 $15,000-$18,000 $25,000-$30,000 Over $35,000 *Ethnic or racial identity of seller* Black White Protestant White ethnic Catholic Jew *Ethnic or racial identity of buyer* Black White Protestant White ethnic Catholic Jew	

(continued)

CONTENT

Ethnic, cultural, and religious minorities have been victimized by discrimination in the United States.

LEARNING ACTIVITIES

Discuss the following questions after the role playing:
  How did the ethnic or racial identities of the buyer and seller affect the conversation?
  Were there any refusals to buy or sell the house? What reasons were given?
  Were there any randomly selected combinations that seemed unusual? Why did they seem unusual and what does that indicate about prejudice and discrimination in America?

TEACHER:
I,II. Administer the following social-distance scale to members of the class. Ask students to which step they would admit the listed group. No names should appear on papers.

Group
W.A.S.P.
Black
Jewish
Puerto Rican
Greek
Mexican
Japanese
Chinese
American Indian
Russian
Polish
Italian

1. To close kinship by marriage
2. To social club as personal friend
3. To my street as neighbor
4. To employment in my place of work within my occupation
5. To citizenship in my country
6. As visitors only to my country
7. Would exclude from my country.

Total the steps earned by each group. Which groups are the most and least acceptable to this class. Does this scale reveal prejudice? Discrimination?

MATERIALS/RESOURCES

LEVEL IV -- THEME III: BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 4: Given the knowledge of American discrimination against ethnic, cultural, and religious groups, the learner will be able to describe the discriminatory practices used against certain other groups in this country.

CONTENT

American society practices discrimination on the basis of sex, economic class, and age.

- I. Women
- II. The poor
  - A. People of Appalachia
  - B. Migrant workers
- III. The elderly
- IV. Youth
- V. Others

LEARNING ACTIVITIES

TEACHER:

I. Divide the class into three groups. Give the students in one group an assignment paper with "describe the ideal female" written at the top. The second group should be assigned to "describe the ideal male," and the third to "describe the ideal human being." Do not allow students to discuss the assignment until they have finished writing. Have each group read the essays on their topic and list the descriptive adjectives they used on the chalkboard. Students should compare and contrast the three adjective lists. Discussion should center on whether or not the lists revealed stereotyped role expectations and physical and emotional characteristics.

I. Answer the questions on the following attitude survey. Do not write your name on your paper but do indicate at the top whether you are male or female.

	Yes	No	Comments
Should married women work outside the home?			
Should little boys be allowed to play with dolls?			
Should males and females be admitted to college and graduate school on an equal basis?			

(continued)

MATERIALS/RESOURCES

ASSESSMENT TASK

Draw a series of political cartoons describing the discriminating practices used against women, the poor, the elderly, and the young.

CONTENT

American society practices discrimination on the basis of sex, economic class, and age.

LEARNING ACTIVITIES

	Yes	No	Comments
Should men and women receive the same wages for the same work?			
Should athletic scholarships be offered to women as well as men?			
Would you use the services of a woman doctor?			
Would you hire a male nurse?			
Would you use the services of a woman lawyer?			
Would you hire a male kindergarten teacher?			
Would you hire a woman firefighter?			
Would you hire a male secretary?			
Would you hire a woman auto mechanic?			
Would you vote for your political party's presidential candidate if she happened to be a woman?			
Should women be encouraged to become ministers, priests, and rabbis?			
Should women in the military services be assigned to combat roles?			

Translate the results of this survey into percentages. Discuss any differences in the response of males and females in your class. Were any stereotypes revealed? Prejudices?

I. Conduct a study of the ways women have been discriminated against in American society. Readings for this information include:

The American Woman, pp. 7-12
U.S.A. Social Change, pp. 59-68
Underside of American History, pp. 211-246
The Woman in American History, pp. 80-90
Women in American Life, pp. 64-72

Filmstrips which cover this topic are:
(continued)

MATERIALS/RESOURCES

Borg, Kirsten, ed. U.S.A. Social Change. P. O. Box 1667, Evanston, Illinois 60204: McDougal, Littell and Co., 1974.

Frazier, Thomas, ed. The Underside of American History. 757 Third Avenue, New York, New York: Harcourt Brace Jovanovich, 1973.

CONTENT

American society practices discrimination on the basis of sex, economic class, and age.

LEARNING ACTIVITIES

The Changing Role of Women
Feminism as a Radical Movement

Discuss in class the information you discovered. Speculate on the possible causes for such discrimination.

TEACHER:
II. Ask students to write a definition of poverty. Discuss the definitions developed by the class.

Show the sound filmstrip program The American Poor: A Self-Portrait. After reviewing the program, discuss the following questions:
Has your definition of poverty changed?
If so, how?
Do you believe that most people receiving public assistance don't want to work?
Are there stereotypes of poor people?
What are they?
Do you believe the people shown in this sound filmstrip are exceptional in their desire to find work?

II,A. View the film Todd: Growing Up in Appalachia. In class discussion, determine the ways that life in Appalachia is similar to life in a city ghetto, as well as the ways they differ. Are these people poor because of discrimination, or are there other, more pressing reasons, for their poverty? Check your conclusions by reading pp. 325-351 in Night Comes to the Cumberlands.

II,A. Read the accounts on poverty pp. 650-661 in People Make a Nation. Complete the exercise "Gathering Evidence and Making Hypotheses from Personal Testimony" on page 661.

MATERIALS/RESOURCES

Lerner, Gerda. The Woman in American History. Menlo Park, California: Addison-Wesly Publishing Company, 1971.

Merrick, Toni. The American Woman. Middletown, Connecticut: American Education Publications, 1972.

Scott, Anne Firor. Women in American Life. 2 Park Street, Boston, Massachusetts 02107: Houghton Mifflin Co., 1970.

Feminism as a Radical Movement. Filmstrips (2) and record or cassette. $14.95/f.s. and record; $16.95/f.s. and cassette. Time: 21 min. Color. Distributor: Multi-Media Productions, 1972.

The Changing Role of Women. Filmstrips (2) and records (2) or cassettes (2). $35.00/f.s. and records; $37.00/f.s. and cassettes. Time: 35 min. Producer: The Associated Press, Distributor: Scott Education, 1972.

The American Poor: A Self-Portrait. Filmstrips (2) and records (2) or cassettes (2) $37.50/f.s. and records; $41.50/f.s. and cassettes. Time: 24 min. Color. Producer: Guidance Associates. Distributor: Guidance Associates, 23 Washington Avenue, Pleasantville, New York 10570, 1971.

Todd: Growing Up in Appalachia. $230.00. Time: 21 min. Color. Pro-

(continued)

CONTENT

American society practices discrimination on the basis of sex, economic class, and age.

LEARNING ACTIVITIES

II,A. Read "Policies for Problems of Ambition", p. 55 in Negro Views of America. Answer the questions at the end of the reading and see if the class can reach a consensus on society's responsibility to the poor.

II,B. Watch the filmstrip The Migrant Workers. Discuss the following questions in class:
Is the term "fruit tramp" derogatory in the same manner as "wop" or "honky"?
What instances of racial and/or ethnic discrimination did you find in the filmstrips?
How do you think prejudice affects the migrant workers psychologically, economically, and socially?
Who benefits from migrant labor? Why?

II,B. Prepare an oral report on the psychological effects of migrancy on children after reading: Children of Crisis or Uprooted Children: The Early Life of Migrant Farm Workers. Compare the migrant childhood experiences to "normal" experiences when you present your report to the class.

III. Conduct research on one of the following topics to determine whether or not elderly Americans are socially neglected or economically discriminated against:
Nursing homes and homes for aged
Social Security
Golden Age Clubs
Medicare and Medicaid
Gray Panthers
Insurance and retirement plans
Over 65 employment
Tax relief

Sources for the necessary information include the Reader's Guide to Periodic Literature and agencies, such as the following:

(continued)

MATERIALS/RESOURCES

ducer: Learning Corporation of America. Distributor: Learning Corporation of America, 1970.

Caudill, Harry. Night Comes to the Cumberlands. . 34 Beacon Street, Boston, Massachusetts 79410: Little, Brown and Co., 1962.

Sandler, Martin W.; Rozwenc, Edwin C. and Martin, Edward C. The People Make a Nation. 470 Atlantic Avenue, Boston, Massachusetts 02210: Allyn and Bacon, Inc., 1971

Oliver, Donald W. and Newmann, Fred M. Negro Views of America. Middletown, Connecticut: American Education Publication, 1967.

The Migrant Workers. Filmstrips (2) and records (2) or cassettes (2). $37.50/f.s. and records; $41.50/f.s. and cassettes. Time: 22 min. Producer: Guidance Associates. Distributor: Guidance Associates, 23 Washington Avenue, Pleasantville, New York 10570, 1972.

Coles, Robert. Children of Crisis. 1 Dag Hammarskjold Plaza, New York, New York 10017: Dell Publishing Co., Inc., 1968.

Coles, Robert. Uprooted Children: The Early Life of Migrant Farm Workers. 10 East 53rd Street, New York, New York 10022: Harper & Row Publishers, Inc., 1971.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
American society practices discrimination on the basis of sex, economic class, and age.	Associated Catholic Charities Baltimore Aging and Retirement Education Commission Baltimore County Aging Commission Commission on Human Relations Jewish Community Center Maryland State Department of Health and Mental Hygiene-Aging Services Meals on Wheels Model Cities Saga Centers Over Sixty Employment Counseling Service of Maryland, Inc. Report to your class on your findings.	
	IV. Investigate one of the following topics in order to determine whether or not youthful Americans are discriminated against. Amendment XXVI, U.S. Constitution Student press Motion picture censorship Pregnancy in high schools Drinking alcohol Work laws Civil rights Guardianship Teen-age marriage Present your research in a panel discussion. Debate the proposition, Resolved: Youth is the most discriminated-against part of American society.	
	IV. Complete the exercise "Values as a Basis for Action" on page 697 from People Make a Nation. Was it possible to do the exercise without stereotyping the six young people mentioned in the readings?	Sandler, Martin W., Rozwenc, Edwin C., and Martin, Edward C. The People Make a Nation. 470 Atlantic Avenue, Boston, Massachusetts 02210: Allyn and Bacon, Inc., 1971.
	IV. Study the cartoons about youth found on pp. 700-701 in People Make a Nation. Pick out your best liked and least liked cartoon from the selection (continued)	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
American society practices discrimination on the basis of sex, economic class, and age.	and explain your choices. IV. Project yourself to the year 2000 A.D. Speculate on the status of youth in the following areas: Legal rights in the justice system Buying power Decision-making power in schools Legal age of marriage Average age of males and females at marriage Percentage of young people who marry Percentage of young people who go to college Use of drugs Use of leisure time Remember that in the year 2000 you will be approaching middle age and your speculations refer to your children's generation and not your own. Do you anticipate a "generation gap" between yourself and your children? Give reasons to support your position.	

LEVEL IV -- THEME III: BARRIERS TO EQUALITY: PREJUDICE AND DISCRIMINATION

Instructional Objective 5: Given the knowledge of prejudice, the learner will be able to demonstrate that his attitude toward groups other than his own has changed.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Opportunities to learn about and reflect upon prejudice and discrimination can lead to a change in one's attitude. I. Attitude formation A. Social pressures 1. Adherence to tradition	I.A. Survey the "Letters to the Editor" columns of your favorite newspapers and magazines for one week. Select the two letters which arouse the strongest reaction from you. Bring the letters to class, share them with your classmates, and explain why you feel strongly about them. Make a bulletin board of the letters brought in by the class. Try to categorize the letters by issues or events.	Raths, Louis; Harmon, Merrill; and Simon, Sidney. Values and Teaching. 1300 Alum Creek Drive, Columbus, Ohio 43216: Charles E. Merrill Publishing Co., 1966. Simon, Sidney; Howe, Leland; and Kirschenbaum, Howard. Values Clarification. 719 Broadway, New York, New York 10003: Hart Publishing Co., 1972.	Demonstrate that your attitude toward groups other than your own has changed by examining a problem involving prejudice. List the attitude pressures which cause the problem and those which help to alleviate it. Describe how you would resolve the problem.
2. Peer group pressure 3. Family folkways	Write a letter to a newspaper or magazine about an issue that produces strong feelings on your part.		PROBLEM (e.g.): Racial prejudice.
4. Neighborhood 5. Religion 6. School B. Economic pressures	Debate the issue: The persuasive and dramatic influences of motion pictures, magazines, books, radio, and television may help or hinder the possibilities of a healthful and happy life.	Schrank, Jeffrey, Teaching Human Beings. 25 Beacon Street, Boston, Massachusetts 02108: Beacon Press, 1972.	SOCIAL FORCE — INFLUENCE Peer group — May encourage bigotry. Psychologists — Encourage encounter group treatment.
1. Economic status 2. Social stratification 3. Occupation C. Mass communication 1. Radio-television 2. Newspaper 3. Magazines-books 4. Advertising	Invite a human relations individual influencing your attitudes toward an ethnic group to discuss the social groups which he believes influence the course of attitude formation; e.g., family, peer, religious.		Human Relations groups — Trace source to prevent further spread of the "disease." Include your perceptions of your attitude at the beginning and at the end of the objective. Explain what may have caused any change.

(continued)

CONTENT

Opportunities to learn about and reflect upon prejudice and discrimination can lead to a change in one's attitude.

II. Social pressures exerted on the individual
  A. Desire to belong
  B. Pressure for conformity
  C. Need for approval - approbation
  D. Ambition to succeed
  E. Emotional well-being

LEARNING ACTIVITIES

Organize attitude groups for reaction to the following clichés: "This will hurt me more than it does you." "When I was your age..." "When in Rome, do as the Romans do." "Don't do as I do, do as I say." "Rank has privilege." "When you're old enough..." Ask the groups to present their reactions to the class and to determine the positive and negative aspects of each cliché.

TEACHER:
I,A. Administer the following opinion scale at the beginning and end of the study of the objective. Give the students an opportunity to evaluate themselves by comparing their responses at the beginning and the end. (An appropriate follow-up activity would be to have the students complete the assessment task, using the insights gained from the opinion scale.)

On a scale of 0 to 10, rate each of the following statements:
0 - completely in favor of
5 - neutral
10 - completely opposed to

1. A family of a minority group moves into your neighborhood.
2. A minority group comprises more than 50 percent of your school population.
3. A member of a minority group is hired as your superior.
4. Your best friend announces that he is engaged to someone from a minority group.
5. You see a commercial with a person of a minority group in a leading role.
6. A minority group member is elected to an office in your local government.
7. Your school has a sports team composed primarily of minority group members.
8. Your local government announces a hiring policy based on a quota system for minority groups.

MATERIALS/RESOURCES

(continued)

CONTENT

Opportunities to learn about and reflect upon prejudice and discrimination can lead to a change in one's attitude.

LEARNING ACTIVITIES

9. Your school drama department announces that the husband in a family situation play will be a minority member.
10. Your community swimming pool announces that members of minority groups will be admitted.

I,A. Complete the following exercise:

1. Some persons say that men are basically selfish; that one must watch out for himself; that it is best to serve your own purposes, avoid hurting others, and "mind your own business."
2. Other persons say that men must stick together and help one another, or they will fall separately; that no man is an island; that each man's fate is intertwined with other men's fates, and that one should "help those in need."

Read each of the situations below and try to identify what you would do in each case.

Situtation A

Two young men of high school age are fighting. Both are members of your ethnic group.

Situation B

Two young men of high school age are fighting. Both are members of a different ethnic group from yours.

Situation C

Two young men of high school age are fighting. One is a member of your ethnic group, one is a member of another ethnic group.

Would your response to each situation place you more in category 1 or category 2? Why do you feel more comfortable in the category you chose?

MATERIALS/RESOURCES

(continued)

CONTENT

Opportunities to learn about and reflect upon prejudice and discrimination can lead to a change in one's attitude.

LEARNING ACTIVITIES

Was your response consistent in Situations A, B, and C? Why? If your responses were not the same in each situation, explain why you would respond differently.

Substitute various ethnic and racial identities for the "other ethnic group" and determine if your response is affected.

Situation D

The young married couple that lives next door to you has a little boy, three years old. During a friendly visit with them, you observe that they are energetically teaching their son to hate a minority group.

Situtation E

A man in shabby clothes approaches you and asks for money "to help his hungry children."

Situation F

You are in a group of persons with whom you would like to be friends. Two members of the group make insulting remarks about a member of a minority group that they see at a distance.

In each of the situations were you a "minding your own business" or a "helping those in need" person? On what basis do you make your decision?

If you substitute various ethnic and racial identities for the "other" in the situation, would it affect your response? Do you know why?

In Situtations D and F, what would you say to the "other" people?

Describe an ethnic or cultural taboo in this country (e.g., whites and blacks do not intermarry and one should marry within his own religion) which has affected attitudes among ethnic and cultural groups.

MATERIALS/RESOURCES

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Opportunities to learn about and reflect upon prejudice and discrimination can lead to a change in one's attitude.	I,A,B. Role play various situations. Participants should assume the roles as members of different ethnic and minority groups. Masks or badges may be worn to identify the particular group. 1. The coach tells a boy he has been dropped from the team because: a. He missed too many practices b. He was insubordinate c. His grades were too low d. He appeared to be on drugs. 2. Three girls are discussing who they should invite to the next party. 3. The principal reprimands two students for: a. Fighting b. Cutting class c. Smoking in the lavatory d. Parking in the teachers' parking lot e. Destroying school property f. Disrupting a class. 4. Two boys are talking about: a. The girl each of them wants to date b. A fight they saw in the cafeteria c. Whether teacher X is prejudiced d. The racial situation in the school. 5. A student and his parents are discussing: a. Interracial dating b. The latest report card c. The proper hour for coming home after a date d. Plans after graduation. 6. Any scenario that the students create. After each role play, discuss whether or not the ethnic or minority identity of the participants made any difference in the way roles were played. Why or why not?	

CONTENT

LEARNING ACTIVITIES

MATERIALS/RESOURCES

Opportunities to learn about and reflect upon prejudice and discrimination can lead to a change in one's attitude.

I,B. *Implicit and Explicit Norms*

Have students complete a test which crosses political office with ethnic groups. Request the students not to identify themselves by name, but allow them to circle the ethnic group to which they belong.

1. Total the class results.
2. Determine if the list would have been the same five years ago - or five years from now.

Compare the results to the constitutional requirements for each office. Discuss the differences between explicit norms and implicit norms which are reflected in test results.

Match Column A with Column B

A	B
____ 1. President of the United States	a. Mexican American
____ 2. Vice President of the United States	b. Black American
____ 3. Supreme Court Judge	c. American Indian
____ 4. United States Senator	d. Jewish American
____ 5. Congressional·Representative	e. Puerto Rican
____ 6. Secretary of State	f. WASP

Alternative: Whenever possible, give corresponding examples for your match in state and local governments.

Have students survey the use of women and men in current advertising/graphic arts. Ask the students to determine:

1. Frequency of use of men/women
2. Evidence of ethnic representation
3. Historical base through research of standard beauty in western art.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Opportunities to learn about and reflect upon prejudice and discrimination can lead to a change in one's attitude.	I,C. Have the students read and analyze the point of view in the following: 1. Have the students distinguish between the information in the article from the point of view statements. 2. Ask the students to mimic the point of view and style of several columnists on a specific topic; e.g., How would _____________ write about items such as: a. A ten-percent cut in national spending for defense b. Free abortion clinics c. Benign neglect d. Ethnic quotas for jobs.	1. News items from: a. Baltimore or Washington Afro-American b. Baltimore Jewish Times c. Catholic Review d. Commonweal e. Christian Science Monitor f. Manchester Guardian g. Washington Post h. New York Times i. St. Louis Post Dispatch 2. Newspaper columnist's style or point of view, such as: a. William Rasberry b. Nicholas Von Hoffman c. Ann Landers d. Sally Quinn e. William Buckley f. Art Buchwald g. Russell Baker h. Carl Rowan 3. Magazines a. Essence b. Ms. c. Ebony d. National Review e. New Republic

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Opportunities to learn about and reflect upon prejudice and discrimination can lead to a change in one's attitude.	TEACHER: II,A. Conduct a class experiment on the effects of discrimination. The students should be arbitrarily divided into two groups on the basis of eye color, hair color, height, or simply random selection. Some form of badge or emblem should be worn as ready identification of group membership. One of the groups then receives preferential treatment in class. Members of the "superior" group could be given more privileges, could be recognized more frequently, could be graded more easily, and could be spoken to more politely. There should be frequent reminders that the students' group status is a significant factor in how they are treated. If the experiment is conducted a second day, the teacher could reverse the status of the two groups on the second day. In this way, each student could experience both first and second-class treatment. Discuss the following questions after the experiment: How did you feel while the experiment was taking place? Did you begin to feel that you deserved the kind of treatment you were receiving? Why is it that "superior" groups often feel they deserve better treatment? How did you begin to feel toward members of your own group? Toward members of the other group? How did you want to express your attitude toward the unjust situation in which you found yourself? Did you feel guilty when you were "first class" and angry when you were "second class?" Did this experiment give you any insights into how one might feel as a member of a group against whom discrimination had been practiced? Did this experiment affect your attitude toward any group in American society? Explain. (continued)	

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Opportunities to learn about and reflect upon prejudice and discrimination can lead to a change in one's attitude.	View the film Eye of the Storm. Compare the the reaction of your class with that of the elementary class in the film. Did the reaction of your class differ? If so, how? TEACHER: II,A. Arrange exchange visits with schools that have different ethnic or minority populations from yours. Discussion of topics such as pluralism in American society, social issues, school problems, the future, and the generation gap should lead to a sharing of perceptions and insights. After each visit, have the students reflect orally or in writing on the impact of the exchange of views with the students from the other school. Did the visit result in any changes in attitude? Explain the responses. II,B. Write a composition entitled "Is the United States a 'melting pot' or is it a 'melting pot' that does not melt?" Should it be a "melting pot"? Give reasons to substantiate your conclusions. Identify the types of infringements on the rights of others that would fall within the realm of a community action group. Identify the necessary procedures to obtain action on controversial issues. Devise a method for coping with problems relating to the school community. II. Set up a hypothetical problem situation in which there is no preventative/curative medical aid and the well-being of each individual would depend upon the survival of the fittest. Show the changes that would take place in our society. What problems would be eliminated; what problems would be created?	Eye of the Storm. $350.00. 28 min. Color. Producer: ABC News. Distributor: Xerox Films, 1970. Impressions of Prejudice. $250.00. 18 min. Producer: Guidance Associates/ Motion Media, 757 Third Avenue, New York, New York 10017, 1974.

CONTENT

Opportunities to learn about and reflect upon prejudice and discrimination can lead to a change in one's attitude.

LEARNING ACTIVITIES

II,C. Complete the following sentence starters:

1. Girls are ....
2. Boys are ....
3. Adults are ....
4. Blacks are ....
5. Whites are ....
6. Catholics are ....
7. Jews are ....
8. Italians are ....
9. Indians are ....
10. Poles are ....
11. Rich people are ....
12. Poor people are ....
13. Middle class people are ....
14. Prejudice is ....
15. Discrimination is ....

Do not place your name on the paper. Hand in the completed sentences for the teacher to share with the class. Discuss the sentences read to the class. What feelings did you experience as you were completing the sentences and discussing the topics?

List several other sentence starters that you believe would stimulate your classmates to examine their ideas and feelings about different groups of people.

MATERIALS/RESOURCES

Opportunities to learn about and reflect upon prejudice and discrimination can lead to a change in one's attitude.

TEACHER:
II,D. Divide the class into two sections. Give version one of the questionnaire to one section and version two to the other section.

Rate each of the persons described below in terms of the rating scale that accompanies the description.

1. Jane is 21 years old and a senior in college. She is 5 feet 2 inches tall and has red hair. She makes average grades and dates about twice a week. She probably is:

Intelligent	1	2	3	4	5	Stupid
Easygoing	1	2	3	4	5	Hot-Tempered
Conservative	1	2	3	4	5	Liberal
Attractive	1	2	3	4	5	Unattractive

2. George Rodriguez is 34 years old, is employed at a department store, is married, and has six children. He probably is:

Friendly	1	2	3	4	5	Unfriendly
Intelligent	1	2	3	4	5	Stupid
Good public speaker	1	2	3	4	5	Poor public speaker
Steady	1	2	3	4	5	Temperamental
Ambitious	1	2	3	4	5	Lazy

3. Frank Burton is 32, black, married to a high school graduate, and works at a restaurant. He probably is:

Friendly	1	2	3	4	5	Unfriendly
Intelligent	1	2	3	4	5	Stupid
Ambitious	1	2	3	4	5	Lazy
Happy-go-lucky	1	2	3	4	5	Serious

(continued)

Opportunities to learn about and reflect upon prejudice and discrimination can lead to a change in one's attitude.

4. Joan works at the Bell Telephone Company, is married, and has one child. She probably is:

Competent	1	2	3	4	5	Incompetent
Content	1	2	3	4	5	Discontent
Rational	1	2	3	4	5	Emotional
Artistic	1	2	3	4	5	Scientific

5. James is a 16-year-old high school student in a suburban school. He works in the summer for a local newspaper, dates almost every weekend, and enjoys automobiles. He probably is:

Intelligent	1	2	3	4	5	Stupid
Polite	1	2	3	4	5	Rude
Law-abiding	1	2	3	4	5	Lawbreaker
Nice guy	1	2	3	4	5	Bad guy

Version two: Like version one, except the descriptions are changed as follows:

1. Jane is 21 years old and a senior in college. She is 5 feet 2 inches tall and has brown hair. She makes average grades and dates about twice a week. She probably is ....

2. James Winthrop is 34 years old, is employed at the department store, is married, and has six children. He probably is ....

3. Frank Burton is 32 years old, married to a high school graduate, and works at a restaurant. He probably is ....

4. John works at the Bell Telephone Company, is married, and has one child. He probably is ....

5. James is a 26-year-old high school teacher in a suburban school. He works in the summer for a local newspaper, dates almost every weekend, and enjoys automobiles. He probably is ....

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Opportunities to learn about and reflect upon prejudice and discrimination can lead to a change in one's attitude.	Tally the results for each item and compare in class the correlation between the difference in the description and the difference in the ratings. Discuss the idea of stereotypes; the validity of the stereotypes that showed up in these pairs of questionnaires, the existence of other stereotypes, and the effect of stereotyping on the person who holds the stereotype and the person to whom it is applied.	
	Conduct your own "rap" session and develop programs that work toward the reduction of intergroup tensions. Realize that efforts to alleviate prejudice and discrimination are long-term efforts and will not immediately alleviate problems of long standing.	
	II,E. Have selected students complete the following activity. The following phrases represent many day-to-day clichés that people use in their conversations. These words have connotations readily understood by most Americans. Attempt to locate the origin of these clichés. Explain their intended meaning and then analyze the stereotypes. How did they receive their ethnic identification? Why a French kiss? Why not a German kiss? Discuss the underlying attitudinal behaviors that may exist when people use clichés that are "worth a thousand words."	
	Indian giver Mexican standoff Jew down Italian army Scottish frugality Latin lover French kiss Russian roulette Gallic humor Black comedy Sneaky orientals	

(continued)

CONTENT

Opportunities to learn about and reflect upon prejudice and discrimination can lead to a change in one's attitude.

LEARNING ACTIVITIES

Compare these clichés to broad generalizations that characterize people or groups of people, such as:

"Old maid schoolteacher"
"Left-handed compliment"
"Fair haired boy"
"Old ladies in tennis shoes"

Observe the words that create the stereotype and then apply the stereotype to friends and relatives who might represent the generalization.

Is the label true? Do individuals fit the designated stereotype? What qualities of observation should one develop and use before labeling people?

II,E. List known prejudices that affect mental and emotional health.

Organize the class into small groups of three-to-five members. Each group selects its own leader and recorder. From the class-prepared list of prejudices affecting mental and emotional health, each group selects a form of prejudice. Keeping in mind the selected prejudice, each group will answer the following:

In what specific way(s) can this prejudice affect our mental and emotional health: Is it a positive effect? Negative effect? No effect?
How does individual response to the force determine its effect?
In what way(s) does the individual have control over the prejudice?
How can the force be strengthened? Weakened? Eliminated? Do we want to do any of these?
How can we adapt most effectively to the force?
What are the benefits of adapting to this force? The hazards?

MATERIALS/RESOURCES

Instructional Objective 1: Given American efforts to establish the civil rights of citizens, the learner will be able to explain his knowledge of the legal basis for civil rights and of the processes used in establishing them.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Civil rights are achieved in several ways. I. Legal basis A. Constitution B. Supreme court decisions C. Laws II. Processes A. Movements B. Pressure groups	I,A. Study the amending process to the United States Constitution by reading the following amendments: 13th 19th 14th 24th 15th 26th What rights were given to United States citizens in each amendment? Find out how each came about. Discuss your interpretation of the amendment with classmates. I,A. Research the abolitionist movement and women's suffrage movement. What similarities did you find? Why did the abolitionists reach their goal before the suffragists? I,A. Do you agree or disagree with the following statement? The amendment process makes it possible for Congress to bypass presidential approval and give its program a permanent place in the Constitution. Explain why you agree or disagree. Investigate the reconstruction act of 1867. Can you find any other examples of such Congressional action in United States history?		Write a law that is discriminatory. Plan a protest campaign against this law. Explain the methods you will use, how you will use them, and the details necessary for an effective campaign. Have the effectiveness of your campaign evaluated by a disinterested group.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Civil rights are achieved in several ways.	I,A. Interpret this statement in light of your own experience: "Having rights legally and being able to exercise them are two different things." Investigate the grandfather clause, poll tax, the white primary and the literacy test. What discrimination was present in each one? Write a variation of a voter literacy test using the United States Constitution. Administer it to at least five people. Did they pass it? Why or why not? Could you control the passing or failing?	Ratcliffe, Robert H., ed. Vital Issues of the Constitution. 1 Beacon Street, Boston, Massachusetts 02107: Houghton Mifflin Co., 1971.
	I,B. Locate and read the following Supreme Court cases. Look for the background behind each case, the decision, and the reason(s) for the decision. *Plessy versus Ferguson* - 1896 (separate but equal schools) *Brown versus Board of Education of Topeka* - 1954 (desegregation of schools) *Smith versus Allwright* - 1944 (white primary) *Baker versus Carr* - 1962 (apportionment in legislatures) *Katzenbach versus McClung* - 1964 (segregated restaurant) *Oregon versus Mitchell* - 1970 (18 year old voting) Complete the following chart: *Case* *Decision Rendered by Supreme Court* *Reasoning*	Starr, Isidore; Todd, Lewis Paul; and Curtis, Merle. Living American Documents. 757 Third Avenue, New York, New York 10017: Harcourt Brace Jovanovich, Inc., 1971. Commager, Henry Steele. Documents of American History. New York: Appleton-Century-Crofts, 1968.

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CONTENT

Civil rights are achieved in several ways.

LEARNING ACTIVITIES

What connection is there between these cases and the amendments studied? How would you account for the decision rendered and the reasoning in each case?

I,C. Distinguish between a "right" and an "opportunity." How do these federal laws help to guarantee equal opportunity under the Fourteenth and Fifteenth Amendment?

Civil Rights Act of 1957
Civil Rights Act of 1960
Civil Rights Act of 1964
Civil Rights Act of 1965
Civil Rights Act of 1970

Complete the following chart:

Act	*Original Source of Equality*	*Equality Clarified*

Discuss the following statement - Why have we had legislative and judicial decisions in the field of human rights and equal opportunities?

MATERIALS/RESOURCES

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Civil rights are achieved in several ways.	I,C. Research the Maryland laws on segregation as they affect transportation, education, and public accommodations. Write a law to correct any law which you find is discriminatory.	The Public School Laws of Maryland Including Code of Bylaws of the Maryland State Board of Education. Issued by Maryland State Department of Education, Maryland School Bulletin, XXVI, July, 1970, No. 1. Reprinted from Annotated Code of Maryland 1957, 1969, Cumulative Supplement; Supplement March 1971. Charlottsville, Virginia: The Michie Co., Law Publishers, 1969, 1971.
	I,C. Discuss what President Johnson meant when he made the following statements while signing the Civil Rights Act of 1964. When machinery does not exist to redress grievances, it is understandable that those who are aggrieved will take to the street whether rightly or wrongly... The Civil Rights Act was established to provide machinery to transfer the area of conflict from the streets and highway to the courts and conciliation chambers and the weapons of conflict from the club and the brick to the presentation of evidence and reasoned agreement.	
	II,A. Using filmstrips on as many black civil rights leaders as possible, compare each civil rights leader in the following areas: early background, ideas about civil rights (early in their career, toward the middle of their career, at the end of their life), opposition to their philosophy, and their chief contribution to the civil rights movement. Suggested leaders would be: Marcus Garvey; W.E.B. DuBois; Malcolm X; Martin Luther King, Jr.; and Stokely Carmichael.	Black American Civil Rights Leaders Series. $95.00. Time: 100 min. Color. Distributor: McGraw-Hill Films, Inc., 1221 Avenue of the Americas, New York, New York 10020, 1970.
	II,A. Consider this statement before viewing two or more of the following filmstrips. "Today the emphasis among blacks is toward full freedom and equality. This may be total rejection of any fraternization with whites to economic entrepreneurship to political office." Use several of the filmstrips from Black Spectrum to aid in the writing of an essay contrasting two or more of these	Black Spectrum. $91.50. Time: 108 min. Color. Producer: Westinghouse Learning Corp., 100 Park Avenue, New York, New York 10017. Distributor: Kunz, Inc., 207-209 East Patapsco Avenue, Baltimore, Maryland 21225, 1970.

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CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Civil rights are achieved in several ways.	black leaders on beliefs and methods of achieving full freedom and equality for blacks. Filmstrips in the series are: Reverend Jesse Jackson, Whitney Young, Jr., John Lewis, Le Roi Jones, Dr. Thomas W. Matthew, and Kenneth A. Gibson.	
	II,B. Read pages 54-62 in Leadership in American Society: A Case of Black Leadership. Contrast the Tallahassee Bus Protest (1956) with the Montgomery Bus Protest (1955), How were they similar? Different? What other boycotts have there been to the support demands of other groups? Research these boycotts.	Sociological Resources for the Social Studies. Leadership in American Society: A Case Study of Black Leadership. 740 Atlantic Avenue, Boston, Massachusetts 02210: Allyn and Bacon, Inc., 1969.
	II,B. Contact one of the following lobby groups to find out how they exert pressure and the current issue(s) they are supporting and opposing. Air Line Pilots Association American Civil Liberties Union Americans for Democratic Action Association of Milk Producers Common Cause International Ladies Garment Workers National Association of Manufacturers National Education Association National Rifle Association Veterans of World War I, U.S.A., Inc.	
	II,B. Read Sal Si Peudes: Cesar Chavez and the New American Revolution by Peter Matthiessen. Make a time line showing the activities of Cesar Chavez's United Farm Workers of America. Write to the United Farm Workers of America at 715 South Beach, Fort Worth, Texas 76105, for information on the U.F.W. boycott. Inquire about the reason behind their boycott.	Matthiessen, Peter. Sal Si Puedes: Cesar Chavez and the New American Revolution. 1 Dag Hammerskjold Plaza, 245 East 47th Street, New York, New York 10017: Dell Publishing Co., Inc., 1969.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Civil rights are achieved in several ways.	II,B. Investigate the activities of the National Congress of American Indians. Write to Vine Deloria, Jr., who is the Executive Secretary of N.C.A.I. or read one of his books - Custer Died for your Sins; We Talk, You Listen; or Utmost Good Faith. What methods are the American Indians using to protest their treatment in American society? Why do you believe they are using such techniques?	
	II,A. Read pages 30-36 in Roles of Modern Women. Do the following activities: Examine as many newspapers as possible. Are these newspapers complying with EEOC guidelines on job advertising? Are there any jobs advertised that are clearly only for one sex group? Can you find any jobs that can be done by only one sex group?	Sociological Resources for the Social Studies. Roles of Modern Women. 740 Atlantic Avenue, Boston, Massachusetts 02210: Allyn and Bacon, Inc., 1972.
	Research the outcome of Marth W. Griffith's letter by contacting airlines to find out about the job of "Flight Attendant."	
	II,B. Investigate the lobbying of the National Organization for Women. Obtain a copy of Do It Now, newsletter of NOW and examine it. Write to NOW Legislative Office at 1107 National Press Building, Washington, D.C. 20004, for information on issues they are supporting and opposing at the present time.	
	II,A. View the multi-media kit Women: The Forgotten Majority. What practices are being used in Sweden to give women equal rights? What evidence(s) of discrimination against women does Gloria Steinem and the women interviewed cite? Do you see any incongruities in the ideas presented in the filmstrips?	Women: The Forgotten Majority. $35.00. Time: 28 min. Color. Producer: Denoyer-Geppert Audio Visuals, 355 Lexington Avenue, New York, New York 10017, 1971.
	II,B. Investigate the proposed Amendment 27 to the United States Constitution. Locate pro and con arguments for its ratification by the state legislatures. Trace the movement behind the writing of this amendment. How far back in United States history does the equal rights movement extend?	

LEVEL IV — THEME IV: ACTION FOR EQUALITY: IDEALS AND REALITIES

Instructional Objective 2: Given several major problems in the United States, the learner will be able to analyze the issues involved and to evaluate the merits of various proposed solutions.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
America's social problems elicit a variety of proposed solutions. I. Problems A. Urban ills B. Education C. Criminal justice D. Poverty	I,A-D. Evaluate the following quotation: "We spend as much for chewing gum as for model cities. We spend as much for hair dye as for grants to urban mass transit. We spend as much for pet food as on food stamps for the poor. We spend more for tobacco than government at all levels spends on higher education. We spend $300 million for jewelry and quarrel over $10 million for the Teachers Corps." What does the quote imply about priorities in the United States? Which of the comparisons do you find most disturbing? Least disturbing? Why?		Prepare a newsletter for your school in which you analyze a social problem and evaluate the merits of the proposed solutions.
II. Approaches to change A. Conservative B. Liberal C. Radical	I,A. View "Rivalries" and "Making Do" from American Dichotomy: City and Suburb. [Using Paterson (city) and Wayne (suburb) as examples, the sound filmstrip compares and contrasts the urban and suburban situation in the United States in the early 1970's. In Part I "Rivalries," housing in the two subdivisions is shown and contrasted. Providing and paying for necessary services are the subjects investigated in Part VI "Making Do."] Discuss the ideas presented in the filmstrip with specific attention to such concerns as taxes, zoning, jobs, education, housing, and race relations. Compare the presentation of the urban-	American Dichotomy. Filmstrips (6) and records (6) or cassettes. $88.50. Time: 15 min. (each.) Producer: Westinghouse Learning Press. Distributor: Kunz, Inc., 207-209 East Patapsco Avenue, Baltimore, Maryland 21225	

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CONTENT

America's social problems elicit a variety of proposed solutions.

LEARNING ACTIVITIES

suburban dichotomy in the filmstrip and your own opinion about the way things are in metropolitan areas in America. What could be done to improve life in metropolitan areas? Who has the responsibility to work on the problems? If solving the problems requires money, where should the money come from?

I,A,II. Read the following list of grievances compiled by a committee which investigated the causes of urban riots in the late 1960's.

First Level of Intensity:*
1. Police practices
2. Unemployment or underemployment
3. Inadequate housing

Second Level of Intensity:
4. Inadequate education
5. Poor recreation facilities and programs
6. Ineffectiveness of the political structure and grievance mechanism

Third Level of Intensity:
7. Disrespectful white attitudes
8. Discriminatory administration of justice
9. Inadequacy of federal programs
10. Inadequacy of municipal services
11. Discriminatory consumer and credit practices
12. Inadequate welfare practices

*Report of the National Advisory Commission on Civil Disorders, pp. 7-8.

Conduct a poll in your community to determine if the residents have any grievances. Construct a list of grievances from the responses. How does your list compare with the list from the Commission Report? How do you believe economic and social class factors influenced the two lists?

MATERIALS/RESOURCES

New York Times Editors, Report of the National Advisory Commission on Civil Disorders. New York: New York Times Co., 1968.

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CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
America's social problems elicit a variety of proposed solutions.	Were racial and/or ethnic factors significant? In what ways?	
	Construct a plan that will remedy one or more of the grievances listed. What resources will be needed to bring about a solution? Where do you propose to get the money to solve the problem?	
	I,B,II. View the film The Bill of Rights: deFacto Segregation which gives pro and con arguments for using busing as a means of desegragating a city's schools. Discuss the following questions: In your opinion, which speaker was most persuasive? Least persuasive? Why? If you were a member of the city council, would you vote for or against the busing plan? Explain your vote. Is busing an issue in your community? How is the issue being resolved? How do you think it should be resolved?	The Bill of Rights: deFacto Segregation. $295.00. Time: 25 min. Color. Producer and Distributor: BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1970.
	I,B. Look up the meanings of the words *dejure* and *defacto* segregation. In 1974, the Supreme Court ruled in a 5-4 decision that busing between local subdivisions (such as Baltimore City and Baltimore County) was not required to bring about desegregation. If a city has a predominantly black school population and a surrounding suburban subdivision has a predominantly white school population, should anything be done to desegregate both systems? If you answer "no," how do you justify the existence of segregated schools? Should students attend schools only with members of their own race? If you answer "yes," what should be done? Prescribe a plan that would lead to desegregation.	
	I,B,II. Read "The Case of the Reading Teacher," "The Battle of Stonehill High," and "Malcolm X Day at Wesleyan" in Race and Education, pp. 44-55.	Oliver, Donald W. and Newmann, Fred M. Race and Education. Middletown, Connecticut: American Education Publications, 1971.

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CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
America's social problems elicit a variety of proposed solutions.	Complete the "Persisting Questions of Modern Life," pp. 56-57, which raise such issues as racism, segregation, busing, community control, reparations, compensatory education, and violence. The last exercise asks you to reflect on your own feelings concerning racial issues and the schools.	
	I,C. Read the following account from The Me Nobody Knows. C.P. is a teenager who wrote this while in Youth House. *Criminals* As we know, there are a couple of thousand criminals in New York City. New York City also has a couple of thousand policemen and law-enforcers. Now, supposing there were no crimes, or criminals to be caught, can you imagine how many people would be out of work in New York City. Let's name a couple of jobs that would have to be given up: 1. Policeman (in uniform) 2. Policeman (plain-clothes) 3. Detectives 4. Judges 5. Lawyers 6. Wardens 7. Jail guards 8. Directors of Youth Houses and many more positions. Now, I ask you, doesn't the criminal provide jobs for thousands? Therefore, I feel that all criminals should be treated with consideration because of their advancement of industry. What do you believe C.P.'s real message is? Why might a teenager in trouble with the law take the approach C.P. does in presenting his story?	Joseph, Stephen M., The Me Nobody Knows. 959 Eighth Avenue, New York, New York 10019: Avon Books, 1969.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
America's social problems elicit a variety of proposed solutions.	I,C,II. Read "Correcting Prisons" in The Penal System, pp. 45-52. Discuss the "For Thought and Discussion" activities on pp. 52-53. Make up your own list of questions to ask the reformers of the prison system.	Pearson, Craig. The Penal System. Middletown, Connecticut: American Education Publications, 1972.
	I,C,II. Read "Alternatives to Imprisonment" in The Penal System, pp. 54-62. Discuss the situations mentioned on page 63 which include such personal dilemmas as how close to your home would you want a halfway house for prison inmates and under what circumstances would you be willing to grant amnesty to criminals.	
	I,C. Debate the statement: Resolved: The United States has a dual system of justice - one system for the affluent and dominant group and another system for the poor and minority groups.	
	I,C. Invite a policeman, judge, lawyer, probation officer, and juvenile offender into class to discuss their views of criminal justice in the United States. Specifically, ask them if they believe that the race, ethnicity, or social class of accused persons are factors in the administration of justice. Ask them what reforms they think would be desirable in the handling of court cases.	
	I,D. Read the case study "What is the cost of poverty?" pp. 20-26 in Poverty. Answer the following questions based on your reading. What are the personal, social, and financial costs of poverty? How does poverty affect Americans who are not poor? What is the relationship between poverty and minority groups?	The Institute for Contemporary Curriculum Development. Poverty. New York: Cambridge Book Company, 1972.

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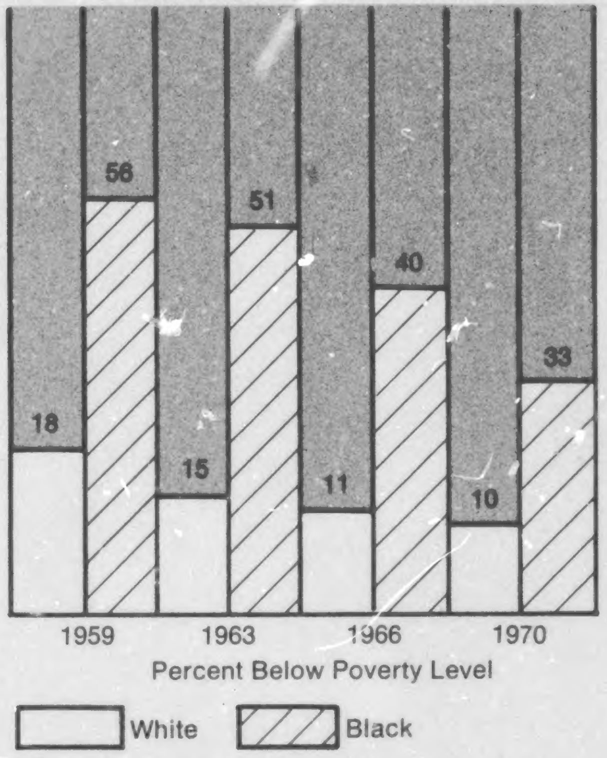
CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
America's social problems elicit a variety of proposed solutions.	What responsibility does each of the following have for ending poverty? Poor people, rich people, middle class people? What should each group do? What could be done to encourage each group to do something?	
	I,D. Study the following chart: Percent of income earned by lowest 1/5 of families: 1935 4.1 percent 1947 5.0 percent 1962 4.6 percent Look up a more recent figure in a book on economics or government statistics. What conclusions do you draw about the persistence of poverty in the United States and the effectiveness of government programs to combat it?	
	I,D. Read "Measuring the Color Line," pp. 47-49, from Negro Views of America. These statistics should help you to answer the questions on page 49 regarding the relative economic status of blacks and whites in America. What is the connection between these figures and racial prejudice and discrimination?	Oliver, Donald W. and Newmann, Fred M. Negro Views of America. Middletown, Connecticut: American Education Publications, 1967.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
America's social problems elicit a variety of proposed solutions.	I,D. Draw several hypotheses from the following chart: How might an optimist interpret this chart? A pessimist?	

Poor Persons By Race



CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
America's social problems elicit a variety of proposed solutions.	II. Investigate the post World War II movement to bring about equal rights in the United States. What strategies have been tried to produce change? Which tactics were most successful? Least successful? Why? Which of the tactics would most likely succeed today? Why? Which technique would you be most willing to use to bring about change? If you were a leader in bringing about change, what would you recommend to your followers? Some possible sources are: Viewpoints: U.S.A., pp. 337-342, 346-350 Quest for Liberty, pp. 625-634 Negro Views of America, pp. 55-62 Race, pp. 158-192 II. Role play "The Polarization Game" in Dissent and Protest, pp. 42-47. One of the debriefing exercises is to describe the winning team as "conservative," "liberal," "reactionary," "radical," or "moderate." See if the class can reach a consensus on a meaning for each term and a political or social action that would exemplify the term. Which approach would you use to bring about desired social change in America? Which approach do you believe has the best chance of success? Defend your answer. II. Respond to the following statements about minorities and politics. .In January 1971, blacks made up 11.2 percent of the population, but held only 2.4 percent of the seats in Congress. .None of the following has ever been elected President of the United States: a woman, an American Indian, a Spanish American, a black American, a Jewish American. .Quotas should be established to guarantee equal political representation for all minority groups. (continued)	Chapin, June R.; McHugh, Raymond J.; and Gross, Richard E. Quest for Liberty. San Francisco: Field Educational Publications, Inc., 1971. The Institute for Contemporary Curriculum Development, Race. New York: Cambridge Book Company, 1972. Feder, Bernard. Viewpoints: U.S.A. New York: American Book Company, 1967. Oliver, Donald W. and Newmann, Fred M., Negro Views of America. Middletown, Connecticut: American Education Publications, 1967. Pollock, George F. Dissent and Protest. Middletown, Connecticut: American Education Publications, 1970.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
America's social problems elicit a variety of proposed solutions.	.Everyone has an equal chance in politics in the United States. .The age requirements for Presidents, Congressmen, and Senators discriminate against young people.	

LEVEL IV -- THEME IV: ACTION FOR EQUALITY: IDEALS AND REALITIES

Instructional Objective 3: Given the commitment to social change, the learner will be able to demonstrate attitudes and actions necessary to reduce prejudice and discrimination in American society.

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Concerned individuals can diminish prejudice and discrimination through positive action. I. Changing institutions A. Political parties B. Mass media 1. Newspapers 2. Motion pictures C. Employment D. Education E. Merchandising F. Human relations organizations G. Volunteer organizations II. Changing individual beliefs and behavior	I.B. Compare real estate and employment advertisements in the Baltimore Afro-American and another newspaper widely read in your community. What significant differences are evident? How would you account for these differences? Are any devices used which indicate discriminatory practices? If so, is this illegal? Design and submit to the newspapers a sample real estate advertisement and a model employment advertisement which you feel would not reflect any racial, religious, ethnic, social class, or sex discrimination. In a cover letter to the newspapers, explain your reasons for submitting these suggestions. I.B. Review movies for your fellow students. Evaluate the films according to their potential to damage or cement human relationships. Cite examples of stereotypes, prejudice, racism, ethnocentrism, and sexism. Submit your reviews to the school newspaper or post them where they can be seen by the student body. Contact local theatre managers to compliment them or to complain about the films which they choose to exhibit. I.C. Assume the identity of a person of a minority group who has recently graduated from college and applied for a job in his field of preparation. Because of your race or ethnic origins you were not hired. What would you do? (continued)		TEACHER: If honest answers are to be elicited on the assessment checklist, students should not be required to identify themselves on their papers. Demonstrate attitudes and actions necessary to reduce prejudice and discrimination by honestly checking each statement below that is now true for you or that has been true within the last year. 1. I have agressively sought out more information in an effort to enhance my own awareness and understanding of prejudice and discrimination (talking with others, reading, listening).

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Concerned individuals can diminish prejudice and discrimination through positive action.	Collect job application forms from a cross section of employers in your area. Analyze the forms for evidence of racial, religious, ethnic, or sex bias. Revise any form you feel is biased and submit it to the employer with an explanation for your revision. A meeting or telephone conversation with the employer could also be a valuable support activity.		2. I have spent time recently in examining my own attitudes and behavior as they contribute to or combat prejudice and discrimination around me.
	I.D. Examine textbooks, library books, and audio-visual materials currently in use in your school for derogatory stereotypes. If you discover any stereotypes, organize your facts and seek an opportunity to present your case to your school administration.		3. I have reevaluated my use of terms or phrases that may be perceived as degrading or hurtful to others.
	I.E. Visit several branch supermarkets of a major supermarket chain located in a low-income part of the community and a suburban shopping center. Compare prices, quality of the fresh produce and meat, and the general appearance of the store. Is there any appreciable difference in the stores for the categories examined? If so, submit the results of your research to the store and request an opportunity to discuss the differences with the management to correct any discrepancies which might exist.		4. I have openly disagreed with a discriminatory comment, joke, or action by someone around me. 5. I have become increasingly aware of discriminatory TV programs, advertising, and news broadcasts, and I have complained to those responsible.
	I.F. Find out whether your community, city, or county has set up some kind of Human Relations or Civil Rights organizations. If so, investigate this group to determine its powers, program, membership, and sources of funds. Invite a member of such a group to your class to explain the organization's activities.		6. I have taken steps to implement discussions with friends,

(continued)

CONTENTS	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Concerned individuals can diminish prejudice and discrimination through positive action.	If your school does not have a human relations group, examine your school's regulations regarding clubs and organizations and establish such a group. Prepare a charter which delineates the goals and program for your organization.		colleagues, social clubs, or church groups, aimed at understanding prejudice and discrimination.
	I.G. Read an account of the Sherif Experiment, such as the one on pp. 17-23 in Images of People. This social scientist hypothesized that when people who are antagonistic are forced by necessity to cooperate to complete a project of mutual benefit, their hostilities are reduced. What implications does this have concerning school integration, for example? Discuss the experimental findings in your class and then examine your community's needs. Identify a problem that could be alleviated by volunteer action. Organize a multi-racial, multi-ethnic volunteer corps to work on this community project. Request the assistance of local religious groups in getting started.	Sociological Resources for the Social Studies. Images of People. 740 Atlantic Avenue, Boston, Massachusetts 02210: Allyn and Bacon, Inc., 1969.	7. I have been investigating political candidates at all levels in terms of their stance and activity against discrimatory government practices. 8. I have contributed time and/or money to an agency, fund, or program that actively confronts the problems of discrimination. 9. My buying habits support nondiscriminatory shops, companies, and personnel. 10. My school is a target for my educational efforts in responding to

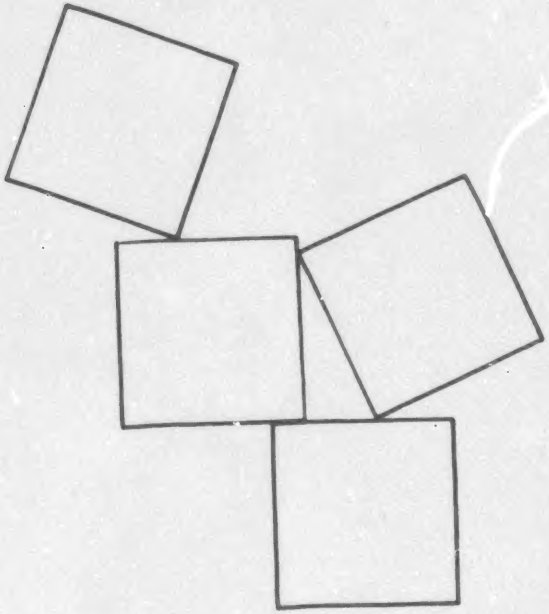
(continued)

CONTENTS	LEARNING ACTIVITIES	MATERIALS/RESOURCES	ASSESSMENT TASK
Concerned individuals can diminish prejudice and discrimination through positive action.	II. Interpret the following poem. Why was it written in the form it was?		prejudice and discrimination.
	Wino? sidewalk Junkie? on Hurt? face Sick? on Knife Man in pocket? Danger Medicine in pocket? May die without it Forget him? Leave him to the cops? Or try to help?		
	Answer the following questions. Would you help the person? Upon what would it depend? Would the ethnic or cultural identity of the person on the sidewalk influence your decision? In what way? How does this poem relate to the "Good Samaritan" parable?	Froman, Robert. Street Poems. New York: McCall Publishing Co., 1971.	
	II. Discourage the telling of ethnic jokes by firmly informing the offender (continued)		

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Concerned individuals can diminish prejudice and discrimination through positive action.	that you object to such ethnic humor. Politely change the subject. II. Persuade your family to apply as "host family" for an American Field Service exchange student or apply to be an exchange student yourself under the Americans Abroad program. If your school does not have such a program, start one. Information concerning the organization of a chapter and program applications may be obtained from: American Field Service 313 East 43rd Street New York, New York 10017. TEACHER: II. Encourage student communication skills. Give diagram A. to one student and have him or her verbally describe the figure to students at their desks. The "describer" may not look at other students, use gestures, or answer any questions. Students at their seats must reproduce the diagram to scale but may not help each other or ask questions.	

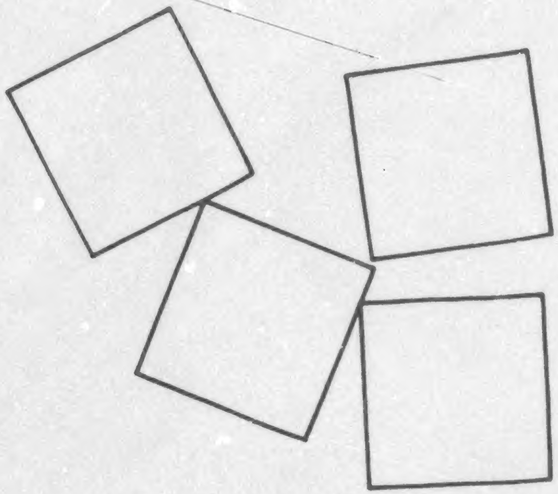
(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Concerned individuals can diminish prejudice and discrimination through positive action.	A.	



CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Concerned individuals can diminish prejudice and discrimination through positive action.	Review and discuss the drawings which the class made. What did you learn about one-way communication? Repeat the experiment with diagram B. This time the "describer" may look at the audience and answer questions. Students at their desks may help each other.	

B.



Discuss these results. Were you more successful this time? Why? How might you apply what you have learned to personal and group relationships?

CONTENT

Concerned individuals can diminish prejudice and discrimination through positive action.

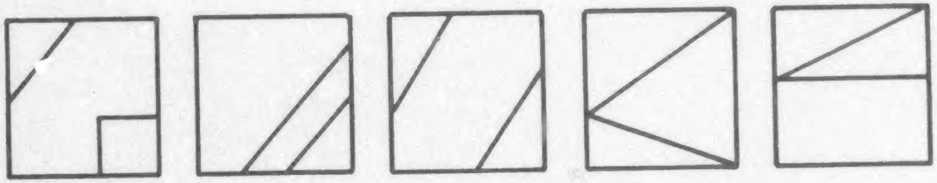
LEARNING ACTIVITIES

TEACHER:
II. Be aware of the risk involved in an activity in which one learner must be responsible for the physical well-being of a fellow learner.

Give each student the opportunity to choose a partner for a trust walk activity. One partner will be designated as a guide for the other learner who is blindfolded. The guide will be totally responsible for the well-being of his partner for a ten-to-fifteen minute period of time. A variety of touching and other sense experiences should be provided by the guide for his partner. Feeling a chair, the facial features of someone else, or sunlight through a window could all be exciting sensory experiences. After the ten to fifteen minutes, reverse the roles and repeat the trust walk. Once both partners have played each role, regroup as a class to discuss the activity.

How did it feel to be a guide and a blind person?
What kind of experiences did you have in each role?
Were these experiences rewarding or frightening?
Which role did you enjoy the most?
How do you feel about each other now?

TEACHER:
II. Enlarge the following puzzle diagrams on sturdy paper and cut apart on the indicated lines. Mix up the puzzle pieces and place three pieces in each of five envelopes. Repeat for each group of five students.



MATERIALS/RESOURCES

(continued)

CONTENT	LEARNING ACTIVITIES	MATERIALS/RESOURCES
Concerned individuals can diminish prejudice and discrimination through positive action.	Cooperate at completing a group task. Each group of five students must put together five puzzle squares in fifteen minutes. You may not speak or signal to another group member that you want a piece which he possesses. You may not throw all pieces in a central pile. You may give pieces to other members of your group. At the end of fifteen minutes, discuss this exercise. Were you frustrated by the rules? Why? Did you feel a sense of accomplishment when you completed a square? How did you recognize that another person needed a piece in your possession? What did you learn about non-verbal cooperation? In what other situations can you apply what you learned?	
	II. Organize, as a class project, a portable ethnic museum which can be displayed at various locations throughout your community. The display could feature such items as arts and crafts, musical instruments, literature, costumes, and pictures of outstanding leaders of each ethnic group. The museum should be changed periodically to recognize the contributions of many ethnic groups. Community support can be enlisted as a source for information and materials for this project.	

SUPPORTIVE LEARNING ACTIVITIES FOR SENIOR HIGH

The following supportive activities are suggested for use in various classes in the senior high school. Many are usable in English classes; even more are primarily appropriate for social studies classes. Some may be used in the following classes: music, art, home economics, industrial arts, foreign language, science, mathematics, and physical education. In some activities, it is suggested that students work in several classes toward an interdisciplinary project. It is essential that the students learn about people of *all* different ethnic backgrounds in *all* of their classes, not just in social studies, and not just in a special unit on "those people." In these last years of public school, students need to continue to develop a positive self-image and respect for individual and group differences. Senior high school students are able beyond the capacity of younger students to explore the causes and results of prejudice. And they need, as they reach voting age, to learn how to promote equality for all Americans through our democratic institutions.

Teachers are encouraged to substitute appropriate activities in this section for those activities within the preceding units in Level III, if they find it desirable or necessary to do so.

There are also many supportive activities in the middle school-junior high section that are appropriate for senior high school students. Teachers are urged to adopt activities from other levels (even some in the elementary section can be used with their students).

It is hoped that as intergroup education is introduced, teachers will keep a brief record of their successes in using these learning experiences--activities which need revisions, activities which do not work well--for use in future refinements of these guidelines.

LEVEL IV: SUPPORTIVE LEARNING ACTIVITIES

1. Self-Analysis
2. The Role of the Family in Ethnic Cultures
3. Comparing Ethnic Newspapers and Magazines
4. Celebration of Holidays
5. America The Ethnic
6. Mexican Americans - The Todayers
7. Original Americans
8. "Walking in the Shoes" of the Spanish Americans
9. Ethnic Understanding Through Foreign Languages
10. Say It With Gestures
11. A Musical Jubilee
12. Religious Music in a Culture
13. Analyzing Paintings of Various Ethnic Groups
14. American Architecture
15. Folk Dances and National Dances
16. Making Jewelry
17. Physical Fitness Around the World
18. National Games
19. A Fashion Show
20. The Miracle of Language
21. A Tasting Party
22. Environment and Settlement of Ethnic Groups
23. Worldwide Business Procedures
24. House for Sale?
25. Protests, Protests, and More Protests
26. Indian Problems or Problem Indians
27. Frito Bandido - Fact or Fiction
28. Is Archie Bunker Home?
29. International Organizations
30. An Assembly Program
31. A Multi-Cultural Exhibit
32. Minorities in Sports
33. Peso, Cent, Pound
34. Ethnic Stratification
35. Analytical Book Reviews
36. Rights or Wrongs

37. Doctor - Which?

38. Analyzing Prejudicial Words

39. Prejudice in American History

40. Outnumbered!

41. We and They

42. Political Action

43. Make It Work

44. Students in Action

45. Action!

LEVEL IV -- SENIOR HIGH

TITLE	PURPOSE	LEARNING ACTIVITIES
1. SELF ANALYSIS	To realize that every person needs to have a positive self-image and to be respected as a unique individual	The teacher should determine whether to use the whole class or to divide the class into small groups of about six students each. Have each student share with the rest of the group, if he wishes, what he considers to be his successes, his interests, his talents, and his goals for the future. In order to help the student to do this, specific questions should be used. The students do *not* have to give an oral answer, but if they wish, they may answer by drawing, writing, or role-playing. The questions are: - What are the two things or activities that you do best or enjoy most? - What do you hate the most? - What are two or more of your values or strengths? - What is your most important goal in life? - What would you die for? (or live for?) - What three words describe you best (as you are or as you would like to be)? Each student should have an opportunity to explain his answers to the group, and the group should give each student positive feedback by telling him the strengths which they observe in him.
2. THE ROLE OF THE FAMILY IN ETHNIC CULTURES	To identify the differences in the role of the family in some ethnic groups and to explain how these differences may affect individuals in their adjustment to our society	A question-answer period may be planned by inviting a Spanish person to come to the classroom* and by having the students ask questions. Some questions may be: - What is the role of the man in Spanish countries? - (decision making, at home, work, in social life, as a father) - What is "machismo"? - What is the role of the woman? (at home, at work, with children, socially) - What is the role of the children? --at school --at home - responsibilities to parents and siblings --socially - comparison of dating practices in Spanish countries with those in the United States in terms of age, chaperones - How do these differences in culture affect the adjustment of Spanish people in our society? - Is the role of each family member changing? If so, in what way? (continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		Hold a follow-up panel class discussion on some possible solutions to the adjustment problems which the Spanish people face. This activity may also be done with other ethnic groups such as Indians, Chinese, or Japanese. * If a resource person is not available, the students might conduct a research study on different ethnic groups. References: McCleary. Mexico Jamieson. Latin America
3. COMPARING ETHNIC NEWSPAPERS AND MAGAZINES	To analyze how ethnic newspapers and magazines reflect the life style of various ethnic groups	Collect newspapers and magazines which represent various groups. Compare these newspapers with the local newspaper with respect to style, objectivity, concerns, points of view, cartoons, advertisements, and cultural insights. Examples might be: The Jewish Times, The Baltimore Sun, New York Times, Ebony, and Paris-Match.
4. CELEBRATION OF HOLIDAYS	To develop cultural understanding by identifying ways in which ethnic groups celebrate different holidays	In November, Thanksgiving and Sukkoth may be compared in order to note the similarities. In the spring, students may study the relationships between Passover, the Easter of the western Christian churches, and the Easter of the Greek Orthodox Church. In winter, occasions which would extend the knowledge about another group of people are the Chinese New Year, Tet, and the Iroquois winter festivals. The class can share information with the entire school in an assembly program. References: Ickis - The Book of Religious Holidays and Celebrations McSpadden - The Book of Holidays
5. AMERICA THE ETHNIC	To demonstrate that many ethnic groups have helped to make America the nation that it is today	Imagine the United States as a country if only one ethnic group (for example, if only the English, or the blacks, or the Indians) had been permitted to enter. Have some students dramatize what it might have been like without the contributions of many ethnic groups. As a second approach, the students might begin with the United States as it exists today and "deport" one ethnic groups at a time. As each group is theoretically deported, discuss what America would be like without the contributions of that group to American culture today, e.g., without the Spanish speaking Americans, we would not have: (continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		rhumba, mambo, six-string guitar, flamenco, Pablo Casals, chili, tortillos, fritos, avacado, mantilla, ponchos, Jose Feliciano, Roberto Clemente, Mike Cuellar, Luis Aparicio, and Orlando Cepeda.
6. MEXICAN AMERICANS - THE TODAYERS	To describe the cultural life of Mexican Americans	Mexican Americans represent the largest group of Spanish-speaking people in the United States today. Have the students research the reasons for this fact, the location of this group, and the characteristics of their culture. References: Samora, Julian. La Raza: Forgotten Americans McWilliams, Carey. The Mexicans in America Clark, Margaret. Health in the Mexican-American Culture Broad areas of investigation are the community life, language, education, economics, religion, and family life of this group of people. The class might predict what they think the future will be for the Mexican Americans in the United States.
7. ORIGINAL AMERICANS	To investigate the uniqueness of Indian cultures as an ethnic group	The class may investigate the life of Indians, the original Americans. Using source materials such as (1) Oscar E. Norbeck's Book of Indian Life Crafts, (2) Robert H. Lowie's Indians of the Plains, and (3) John Collier's On the Gleaming Way, students may become acquainted with such Indian customs as the Navajo Sun Dance, "puberty rites," marriage, mourning, funeral ceremonies. The class should investigate the meaning for Indians of such rituals as the Apache Sun Dance, Peyote Ceremony, Sioux Ghost Dance, and Pueblo rain-making rites. Find examples that illustrate other activities which show similarities between the Indian way of life and that of other ethnic groups.
8. "WALKING IN THE SHOES" OF THE SPANISH AMERICANS	To discover how relations between two countries may affect relations among individuals within these nations	Students will do extensive research on relations between: United States and Mexico since 1900; United States and Cuba since 1959; United States and Puerto Rico since 1898. After discussing these relationships, the students should demonstrate their feelings by doing one of the following activities:

(continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		...Role play a Puerto Rican who lives in the United States and who gives his reaction to the present-day debate about the status of Puerto Rico as a commonwealth, state, or independent nation. ...Invite resource persons to get their views on Mexican-American relations, Cuban-American relations, and/or Puerto Rican-American relations. ...Members of the class might imagine that they are Spanish-speaking Americans. Have them try to "walk in the shoes" of some member of one of these groups and portray how they would feel. Sources: Harol and Bierck. U.S. and Latin America Gonzales, Nancie. The Spanish Americans of New Mexico Dinnerstein and Jahor. The Aliens (A History of Ethnic Minorities in America.) "Those Amazing Emigres." by Tom Alexander
9. ETHNIC UNDERSTANDING THROUGH FOREIGN LANGUAGES	To explore barriers to communications and the effects they may have on the feelings of individuals	Conduct a survey in the school and community to find: - How many people speak a foreign language? - How many learned English as a second language? - How did they learn English? - What difficulties did they encounter? - How did they feel if they were unable to understand English? *Analyzing Feelings* Utilize a tape recording or have a foreign language teacher carry on a conversation about the weather, current events, or a special happening in a foreign language. Ask the class how it feels when they do not understand what is being said. Using this background experience, conduct a discussion of how immigrants may have felt and reacted. *Language Study* Study the major features (singulars/plurals, tense system, sound differences, special lexical features) of a particular language and listen to stories, poems, or folk songs in that language. (Continued)

TITLE | PURPOSE | LEARNING ACTIVITIES

Example: Spanish lexical features (*Dialectical Variants*)

Liquiar - to leak
Lonchar - to lunch
Mopear - to mop

Field Trip

Advanced students of foreign language may go on a field trip to various institutions where they can hold a discussion with a field researcher in sociolinguistics about problems which persons of different linguistic backgrounds face. They may also discuss ways in which different persons attempt to overcome these problems. Suggested institutions are: Institute of Languages and Linguistics, Georgetown University, Washington, D.C.; Foreign Services, Rosslyn, Virginia; Defense Language Institute, Washington, D.C. If a field trip is not feasible, a research person may be utilized very effectively. Resource persons who may give assistance are:

Mr. Irwin Feigenbaum
8224-14th Avenue
Hyattsville, Maryland 20783

Visiting officers at the United States
Naval Academy, contact:
Professor John Yarbo
Department of Language and Area Studies
U. S. Naval Academy
Annapolis, Maryland 21401

International Y.W.C.A.

Americanization teacher or
English for Speakers of Other Languages teacher.

Cultural Enrichment Class

Arrange for students from upper-level language classes to go to elementary schools and conduct cultural enrichment classes which might include songs, games, and basic conversational skills.

TITLE	PURPOSE	LEARNING ACTIVITIES
		Partners for Friendship Organize a "partners for friendship" group whereby students help foreign students overcome communication barriers and become more at ease in their environment.
10. SAY IT WITH GESTURES	To demonstrate how various means of communication in a foreign culture can sometimes be misinterpreted	Interpret and discuss the emotions which facial expressions and gestures convey. Improvise a series of socio-drama activities which involve cultural situations that use the foreign language, appropriate gestures, and facial expressions. Suggested situations are: 1 - A wedding 2 - A vendor chasing a teenager who has just taken something from his cart 3 - A car accident on a busy street in Rome, Italy 4 - An immigrant greeting a relative at the airport after a long period of time 5 - A mexican vendor selling his product to a tourist 6 - A funeral Which gestures and facial expressions were used to convey particular emotions? What effect, if any, did these have on you? Which gestures and facial expressions would Americans use in comparable situations? Which gestures and expressions would most likely be misunderstood by both groups?
11. A MUSICAL JUBILEE	To appreciate the music which many ethnic groups contribute to our American culture	Use recordings of music which has originated from different ethnic groups. Study the background of this music. In a musical program for presentation to the community, provide music from many ethnic groups. Suggested sources: Viva - The Music of Mexico (Columbia Recording) The Soul of Spain I, II (Somerset Records) Fiesta en San Juan (Puerto Rican Recording Manufacturing Company, Inc.) 50 Guitars Go South of the Border Theodore Bikel Sings Jewish Folk Songs

TITLE	PURPOSE	LEARNING ACTIVITIES
12. RELIGIOUS MUSIC IN A CULTURE	To listen to, learn, and perform religious music which characterizes various cultural groups in our contemporary society	Study in detail one of the following present-day adaptations of a mass. Give a performance of one part or of the whole mass. - Misa Criolla (recorded by Philips PCC 619) - a dynamic spiritual performance of the Catholic mass based on the rhythms and traditions of Hispanic America. - Misa Flamenco (recorded by Philips PCC 623) - a brilliant performance of the contemporary Spanish Roman Catholic mass. - Misa Ioba (recorded by Philips PCC 606) - a mass sung in pure Congolese style and native songs of the Congo. - Sacred Service-Avodath Kakodesh (recorded by Columbia MS 6221) - a recording of the Jewish worship by a composer of stature (Ernest Block).
13. ANALYZING PAINTINGS OF VARIOUS ETHNIC GROUPS	To demonstrate the way paintings may reflect the life styles of various ethnic groups	Teacher should get students to compare paintings of various ethnic people. Analyze the style technique and medium of each. Investigate Mexican painters including the "Big Three," Jose C. Orozco, Diego Rivera, David A. Siqueiros. Relate these Mexican paintings to paintings in other cultures. For example: Salvador Dali, Jim Dine, Max Ernst, Ben Micholson, Andrew N. Wyeth, Pablo Picasso. What conclusions can you draw from a comparison of these paintings? In what ways have they added to the enrichment of American Life?
14. AMERICAN ARCHITECTURE	To demonstrate the influence of various cultures on American architecture today	Using slides or pictures, show examples of local buildings which other cultures have influenced. Have the students research and discuss in detail the following architectural features: Spanish homes Greek columns Moorish towers Italian villas English Tudor homes Dutch gables Colonial homes The arch The dome Window types Doors Transoms Roofs On a tour through the community, take slides and pictures or collect them from current newspaper advertisements and

(continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		magazines. Students can trace the influence on local architecture through an illustrated lecture which the students prepare. Reference: Hamlin - Architecture Through the Ages
15. FOLK DANCES AND NATIONAL DANCES	To discover how the dance is a cultural heritage of many ethnic groups	Study foreign dances and the dance of groups in the United States. Research, discuss, learn the steps of the dance, and give a folk festival of these dances with appropriate costumes and music. Cossack dance Korabushba Hora Square Dance Danzas Polka Merengue Samba The Madison The Twist Tarantella Mexican Hat Dance Rhumba Watusi Czardas Tango
16. MAKING JEWELRY	To realize that the jewelry which many people wear often reflects the culture of ethnic groups	If examples of jewelry which represent different ethnic groups are available, have the students bring them to class. Arrange for the students to visit a museum to observe samples of jewelry. Make a study of the symbolism, the way in which the jewelry reflects the culture, and the use of the jewelry. Some students may wish to try to make replicas of the jewelry as projects in art or shop. Discuss the extent to which this jewelry is used by Americans today. Examples of jewelry from various ethnic groups: Peinetas (Spanish combs) Beads (beans, rocks, seeds, bones, seashells) Rings (ear, nose, finger)
17. PHYSICAL FITNESS AROUND THE WORLD	To demonstrate the methods of physical fitness which people use in the United States today and which have their origins in other ethnic groups	Demonstrate, teach, and have students perform samples of: Swedish gymnastics Indian yoga Chinese shadow boxing Japanese karate Judo Cycling

TITLE	PURPOSE	LEARNING ACTIVITIES
18. NATIONAL GAMES	To identify ways in which the sports of ethnic groups have influenced American sports	Describe, demonstrate, and play a national game of another country. Examples: Lacrosse Soccer Curling Gaelic football Road bowling [illegible]cci Cricket Jai alai Polo
19. A FASHION SHOW	To demonstrate how many of the fashions of other cultures have influenced present day styles and fashions	Have students research the design and construct clothing that reflects the influence of other cultures on our clothing styles. Use these garments in a fashion show for the student body. Include male and female fashions. Examples are: Wooden shoes Sarape Poncho Turban Head band Mantilla Guayabera Students can investigate the influence of American fashions on other cultures. Examples are: Afro hairdo Adoption of Western dress by Japanese
20. THE MIRACLE OF LANGUAGE	To recogniz[illegible]nderstand the struct[illegible]nterrelationship, an[illegible]ory of languages so that the student will be able to communicate more effectively and to appreciate the linguistic patterns of other people	Show a film on language, for example, Definition of Language, which is available from the Maryland State Department of Education, P. O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland, 21240. After showing the film, discuss with the class the meaning of language. For further discussion, raise these questions: Are all languages the same? How does a language begin? The following are definitions of language which may be used as a starting point: "A language is an arbitrary system of articulated sounds made use of by a group of humans as a means of carrying on the affairs of their society." W. Nelson Frances "Language is a learned arbitrary system of vocal sound symbols with which people can communicate within a culture." Gerd Fraenkel "Language is a system of patterned vocal behavior by means of which men can cooperate in society." Albert H. Marckwardt

TITLE | PURPOSE | LEARNING ACTIVITIES

Role play a situation in which the class develops its own language. They must create new words and symbols. The class can develop its own alphabet and symbols, e.g., a dog may be a ƎꞀ∩ ꓘꞀ∩ (pronounced bow-wow). Survey the class for knowledge of languages spoken by members of the class or studied by members of the class. Compare a word or words used in English with the word in the foreign language that has the same meaning. Examples are:

DOG *PERRO* *HUND* *CHIEN* *SABAKA* *HUNT*
English Spanish German French Russian Yiddish
MOTHER *MOTER* *MATER* *METER* *MATAR* *MERE*
English Lithuanian Latin Greek Persian French
MADRE *MUTTER*
Italian German

Guide the discussion toward the conclusion that language is often arbitrary, and that there is no natural connection between a word and its referent. However, there is some similarity between the spelling and the pronunciation of words in different languages. Have the class research the origin of languages. Have the class compare the following selection in modern German and in English:

Der Zirkus ist hier.	The circus is here.
Der Elefant ist in dem Zirkus.	The elephant is in the circus.
Der Elefant sitzt auf dem Stuhl.	The elephant sits on the stool.
Der Elefant ist intelligent.	The elephant is intelligent.
Der Clown sitzt auf dem Ball.	The clown sits on the ball.
Der Ball rollt.	The ball rolls.
Der Clown fallt.	The clown falls.
Der Clown is komisch.	The clown is comical.

Use the following activities to help the class to reach conclusion that languages are systematic and complete:

Word Order and Sentence Patterns

English The young *man* killed the big *bears*
The young *bears* killed the big *man*
Spanish El *muchacho* joven mato los *osos* grandes
(The boy young killed the bears big)
Los *osos* jovenes mataron al *muchacho* grande
(The bears young killed the man big)

(continued)

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German Der junge *Mann* hat den grossen *Bär* getötet
(The young man the big bear did kill)
Die jungen *Bären* haben den grossen *Mann* getötet
(The young bears the big man did kill)

How does the change of position of words affect the meaning? Compare the above sentences. Punctuation marks: In English, punctuation marks such as question marks and exclamation marks occur at the end of the sentence. Oh! How are you? In Spanish, punctuation marks such as question marks and exclamation marks occur at both the beginning and at the end of the sentence. The mark at the beginning of the Spanish sentence is the inverted form of the English punctuation mark at the end of the sentence. Is there any value in this system of using punctuation marks? ¡Ah! ¿Cómo está Usted?

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Intonational Patterns

Pitch

Have the class repeat the following sentences:
- What's that in the road ahead?
- What's that in the road, a head?
- What are we having for dinner tonight, Mother?
- What are we having for dinner tonight - mother?

Each of the following sentences can be read in more ways than one. Read each sentence aloud in at least two ways. Control your voice so that each reading of a sentence will make one of its meanings clear.
- The son of Pharaoh's daughter is the daughter of Pharaoh's son.
- He doesn't talk to anybody.
- He attended a small boys' school.

Stress

Have the class pronounce the following words twice; the first time, put the strongest stress on the first syllable; the second time, put the stress on the second syllable:

Contest
Convict
Increase
Object
Desert
Permit
Refuse

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Juncture

Read the following pairs of sentences to note the difference in meaning because of juncture (pauses):

- I *see Mable* every day.
- I *seem able* to do this problem.
- *Ice cream* is delicious.
- *I scream* when I see a mouse.

Use these activities to help the class conclude that in English pitch, stress, and juncture affect meaning. Examples from other languages for comparison purposes:

Spanish beber (to drink)
  El bebé bebe leche (The baby drinks milk)
 bebé (baby)
 piso (floor)
  El pisó piso (He stepped on the floor)
 piso (past tense of verb to step on)
 media (half or stocking)
  Media media mediá media yarda
  (Half the stocking measured half a yard)
 mediá (imperfect tense of verb to measure)

The activities below are to aid in the development of the general characteristics of language - Language is symbolic. Discuss "Man is a symbol-making being." What kind of symbols do we use in our language?

- Letters to represent sounds
- Words composed of letters referring to objects
- Sentences composed of a series of words to convey ideas

Compare our symbols with those in other languages where a symbol may represent more than one word.

Arabic
Chinese
Russian
Hebrew

Other kinds of symbolic languages:

Braille
Sign language
Mathematical symbols

Discuss the statement: "Language is symbolic."

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The following activities are designed to develop the general characteristics of language - Languages are in a constant state of change and development. How did certain words get into the English language?

From foreign influences:
- British - Ancient Britons, the original Celtic, people of Britain
- Whisky - Gaelic word for water of life
- Danish words - birth, dirt, egg, reindeer, sister, steak
- German words - sauerkraut, hinterland, kindergarten, violin, harmonica
- French words - fiber, liter, baton, chauffeur, flute
- Spanish words - mantilla, sombrero, poncho, fritos, mesa, tortilla

Words that have changed their meaning over the course of time:
- Villain - farm servant or rustic to a person guilty of great crimes
- Marshal - A groom or master of the horse to an officer or official of various kinds
- Lady - breadmaker or "kneader of loaves" to woman of social position
- Steward - keeper of pigpens (sty) to a host or manager
- Deer - any quadruped or wild animal to a particular kind of animal
- Meat - food of any kind to a food derived from the flesh of animals
- Silly - happy or good to ridiculous
- Nice - ignorant to good or pleasant

Words with many meanings are called "radition" words:

Stop means:

To prevent from doing something
To cease moving
To cease doing something
To be unable to go any further
To block
To close
To exert pressure as a finger on a violin
String to permit air to pass through as in an organ stop

Compound words and hybrids:

Compound words are formed by uniting two or more words.

Examples of compound words:

(continued)

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Kickoff
Dugout
Nevertheless
Blackboard or chalkboard
Weekend
Gentlemen

Hybrids are words that take elements of two or more different languages. Examples of hybrids:

Auto mobile	Gentle men	Demo cracy
Greek - Latin	*Middle English - Danish*	*Greek - Greek*
Hydro plane	Pay load	Aqua plane
Greek - French	*French - Middle English*	*Latin - French*

Words are often formed from the name of the person. Examples are:

Pasteurization
Ohm
Ampere
Sandwich

Acronyms are words formed by combining the first letters of each word in a phrase.

Radar - radio detecting and ranging
NATO - North Atlantic Treaty Organization
OK - Old Kinderkook - home of Martin Van Buren

Words formed from telescoping or blending two words together:

Twirl - twist and whirl
Flush - flash and gush
Motel - motorist and hotel
Smog - smoke and fog
Brunch - breakfast and lunch

Words formed by using parts of words by clipping off part and using the remainder:

Mob from mobile
Curio from curiosity
Bus from omnibus
Brig from brigatine
Phone from telephone
Zoo from zoology
Goodby from God be with you
Piano from pianoforte

Words may be formed from sounds like its referent:

Meow
Z-Z-Z-Z-Z-Z
S-S-S-S-S-S
Bow-wow
Auf-auf
Cuckoo
Hiss
Sizzle
Swish
Zoom
Tick tick tick

History of the English Language

Beginning with a study of a work of Old English literature, "Beowulf," help the students to discover how the English language has developed through historical changes. Where possible, the early pieces of literature should be read in their original form.

Old English: "Beowulf" and other short poems. Examples from "Beowulf":

Hwaet we Gar-Dene in geardagum beodcyninga brym gefrunon
What! We of Spear Danes in yore days of folk-Kings prowess have heard
Hu oa aebelingas allen frendeon!
How the prices deeds-of-valor wrought!
Eart bu se Beowulf se be wio Brecan wunne on sid sae ymb sund flite
Art thou that Beowulf he who against Breca strove on wide sea in
  swimming contended
Oaer git wlence wada cunnedon ond for dolgilpe on deop waeter
Where we-two for pride of waves made and for foolish
  boast in deep water
Aldrum nebdon   *Soo ic talige*
Lives risked   I tell the truth

Middle English: Chaucer, Canterbury Tales, Troilus and Criseyde.
Example from Chaucer's Canterbury Tales
"The Nonne Preestes Tale"

Here biginneth the Nonne Preestes Tale of the Cok and Hen,
Chauntecleer and Pertelote.

A povre widwe, somdel stape in age,
Was whylom dwelling in a narwe cottage,
Bisyde a grove, standing in a dale.
This widwe, of which I telle you my tale,
Sin thilke day that she was last a wyf,
In pacience ladde a ful simple lyf,
For litel was hir catel and hir rente;
By housbondrye, of such as God hir sente,
She fond hir-self, and eek hir doghtren two.
Three large sowes hadde she, and namo,
Three kyn, and eek a sheep that highte Malle,
Ful sooty was hir bour, and eek hir halle,
In which she eet ful many a sclendre meel.

(continued)

Of pynaunt sauce hir neded never a deel.
No deyntee morsel passed thurgh hir throte;
Hir dyete was accordant to hir cote.
Replecciouin ne made hir never syk;
Attempree dyete was al hir phisyk,
And exercyse, and hertes suffisaunce.
The goute lette hir no-thing for to daunce,
N'apoplexye shente nat hir heed;
No wyn ne drank she, neither whyt ne reed;
Hir bord was served most with whyt and blak,
Milk and broun breed, in which she fond no lak,
Seynd bacoun, and somtyme an ey or tweye,
For she was as it were a manner deye.
A yerd she hadde, enclosed al aboute
With stikkes, and a drye dich with-oute,
In which she hadde a cok, hight Chauntecleer,
In al the land of crowing nas his peer.

Reference: The Complete Works of Geoffrey Chaucer. Edited from numerous manuscripts by Walter W. Skeat. Humphrey Milford, Publisher to the University. Oxford University Press, Amen House, E.C.4, London, Edinburgh, Glasgow, New York, Toronto, Melbourne, Capetown, Bombay, Calcutta, Madras.

Modern English:

Renaissance - Edmund Spenser
Christopher Marlowe
William Shakespeare
Francis Bacon
18th Century - Alexander Pope
Jonathan Swift
Edmund Burke
Robert Burns
19th and 20th Century -
William Wordsworth
Samuel Taylor Coleridge
Sir Walter Scott
Lord Byron (George Gordon)
Alfred Lord Tennyson
Matthew Arnold
A. Charles Swinburne
George Bernard Shaw
Winston Churchill
(continued)

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James Joyce (Finnegan's Wake)

The English Language in America - Mayflower Compact

Diaries of Colonists
Phylliss Wheatley
Benjamin Franklin
Washington Irving
Edgar Allen Poe
Francis Scott Key
Richard Wright
F. Scott Fitzgerald
John Steinbeck
Ernest Hemingway
Frederick Douglass
James Russell Lowell
Walt Whitman
Paul Laurence Dunbar
Mark Twain
Stephen Crane
H. L. Mencken
Sherwood Anderson
e. e. cummings
Richard Brautigan
James Baldwin

Present-day colloquial English - magazines and newspapers

Assessment tasks for the entire activity. Have the student demonstrate the following concepts:

- Language is arbitrary
- Language is systematic and complete
- Intonational patterns affect meaning in English
- Word order determines meaning in the English language
- Man is a symbol-making being
- Languages are constantly changing
- Languages have a common origin
- Many languages are interrelated

Demonstrate observable behavior which indicates that a student has learned these concepts. It may include the following: an oral presentation, a written essay, a chart, diagram, overhead projection, cartoons, and skits.

Use the following spellings for "sun" in various languages to find out their similarities in sound structure and meaning:

SUN	*SOLEIL*	*SOL*	*SOLE*	*RI*	*SOL*	*SONNE*	*ZON*
English	French	Spanish	Italian	Chinese	Swedish	German	Dutch

Why are most of these similar in meaning and spelling? Are there some languages which tend to be grouped together? If so, how are the groupings different? Other examples:

FOOT	*PIE*	*FUSS*	*PIED*	*PIEDE*	*PES*
English	Spanish	German	French	Italian	Latin

(continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		ARM *BRAZO* *ARM* *ARM* *ARM* English Spanish Swedish German Dutch *MONTH* *MAANED* *MANAD* *MONAT* *MAAND* *MES* English Danish Swedish German Dutch Spanish
21. A TASTING PARTY	To familiarize the students with the foods of different ethnic groups	Hold a "tasting party" to discover the taste of foods of various ethnic groups. Have the class prepare the food in conjunction with the Home Economics Department if possible. Arrange for the class to research the background of the foods and the methods of their preparation. Discuss ways in which the food differs. What elements do they have in common? What nourishment values are found in the different foods? Prepare and serve seven of these ethnic dishes.
		Pennsylvania Dutch Shoe-fly Pie Seven Sweets and Seven Sours Apple Pan Dowdy
		Black or Negro Influence Cornbread with cracklings Turnip greens Chitterlings Black-eyed peas Wild greens - Pokeweed and dandelion (fresh in salad or cooked as greens)
		Mexican and Spanish Influence Tortillas Chili Rice and beans Tamales Tacos Guacamole Empanadas
		German Influence Sauerbraten Spaetzle Sauerkraustsalat (sauerkraut salad) Dresdner Stollen (Dresden Christmas Fruit Bread)
		Scandinavian Influence Norwegian and Swedish breads Danish Apple Pudding Kransekaaker Swedish Limpa Bread
		Chinese Influence Haap to Ghuy (chicken with walnuts) Hsia Jen Ch'As Yung (shrimp foo yung) Tin Sua Yoke (sweet and sour pork) Luttze Dango (Peking dessert)

(continued)

TITLE	PURPOSE	LEARNING ACTIVITIES
		Japanese Influence Kamaboko (fish cakes) Niku Dango (braised meat balls) Katsetura (Japanese sponge cake) *Italian Influence* Risotto Con Funghi (Risotto with mushrooms) Lasagna All' Antuo (Lasagna old style) Amaretti (Italian Macaroons) *Black African Influence* Akara (bean balls) Thiou Au Poisson (fish stew) Palara (Spinach sauce Gali Akpono (corn meal cookies)
22. ENVIRONMENT AND SETTLEMENT OF ETHNIC GROUPS	To identify situations where the environment has played a role in shaping the lives of people and their cultural backgrounds	Insight into an ethnic group's culture can be gained by understanding the location and land use patterns of their activities. If one understands location, land use patterns, and spatial distribution, a partial understanding of the economic, historical, and social aspects of a culture can be gained. Make a historical study of cities and civilizations (Greek, Roman, and Byzantine). Suggested topics for investigation are: location of cities, reasons for these locations, spread of their culture, reasons for the spread of the culture. Following this study, investigate the development of cities today. Suggested topics are features which distinguish cities today from man's earlier cities; reasons why many modern cities would not have survived in earlier times (Brasilia); reasons for the development of a whole new urban geography spatial interaction, and problems created by urban living. Study the origin of the word "ghetto." Through the use of pictures, develop such vocabulary words as inner city, suburbia, megalopolis, satellite city. Continue the development with concrete examples from the geography of Maryland. Examples: Ethnic enclaves in Maryland are the Amish around Grantsville; Little Italy in Baltimore; Spanish-speaking area in Washington, D.C.; areas of migrant workers on the Eastern Shore. As a culmination for this activity, construct on the basis of information gained, our cities of the future. This can be done through lay-out plans, construction buildings, or written articles describing the city of the future. *Los Angeles, Montreal, Brasilia, Lisbon, Moscow, Jerusalem, Cairo, Tokyo, Johannesburg

TITLE	PURPOSE	LEARNING ACTIVITIES
23. WORLDWIDE BUSINESS PROCEDURES	To collect examples of procedures used by business enterprises around the world	Invite a resource person from an American company with plants around the world (e.g., McCormick and Company, Coca Cola, Humble Oil and Refining Company) to discuss with the students employment practices and operational procedures in their foreign offices. From this resource person, obtain the name and address of a person employed by the company in a foreign country. Write to this person to inquire about his life style and cultures and the problems of jobs, as he sees them. Request samples of shorthand, bookkeeping procedures, and sample business forms which are used. Compare the replies, and discuss the style used in a business letter, the life style of a secretary in the United States and a correspondent, the business machines used, the influence of the United States on business procedures around the world, and the influence of other countries on our business procedures. With careful investigation, role play the attitude toward Americans as employees and tourists in foreign countries. * Style of type, model of typewriters, and other business machines.
24. HOUSE FOR SALE?	To analyze the problems that confront black Americans who attempt to buy liveable, comfortable homes	Relate the story of a black family of four which has returned from overseas where the father has been serving in the Armed Forces. They return to their home state and are forced to live in a motel because real estate agencies refuse to rent or sell a home to the family. Discuss: (1) the effects which this situation could have on such a family, (2) the feelings which this serviceman could have after serving his country to preserve democracy at home and abroad, and (3) circumstances in America which have helped to create situations similar to the one which this family experienced. Have the class research civil rights legislation on the local, state, and national level which attempts to establish equal rights in housing. Based on this research, stage a model legislative session showing the process by which such legislation is enacted. Compare the value of this process to other means by which people sometimes choose to solve their problems. What forces would help to make the legislative process operate more effectively? In light of the extent to which our present legislation is effective, discuss the resource which a family such as the one described above might have. What can the family do? What can you do to help secure impartial real estate practices for all Americans?

TITLE	PURPOSE	LEARNING ACTIVITIES
25. PROTESTS, PROTESTS, AND MORE PROTESTS	To examine the actions taken by various minority groups to solve problems that arise from prejudice and discrimination	Have the students write letters to various organizations in the United States to discuss their views on: - Discrimination in the United States of America - Demands of minorities today - Goals of their organization - Methods employed to achieve their goals Discuss the findings; compare the problems and demands which the organizations feel they are solving and those which they are failing to solve. Some minority organizations are: Chicano Student Movement P.O. Box 31322 Los Angeles, California 90031 Y.L.P. (Young Lords Party - Puerto Rican) 352 Willis Avenue Bronx, New York 10454 The United Bronx Parents, Inc. (Puerto Rican) Prospect Avenue Bronx, New York 10454 N.A.A.C.P. - Washington, D.C. Branch 321 D Street, N.E. Washington, D.C. 20001 N.A.A.C.P. - Baltimore Branch 1390 West North Avenue Baltimore, Maryland 21217 The National Congress of American Indians 1346 Connecticut Avenue, N.W. Washington, D.C. 20036 The National Indian Youth Council P.O. Box 118 Schurz, Nevada 89427

TITLE	PURPOSE	LEARNING ACTIVITIES
26. INDIAN PROBLEMS OR PROBLEM INDIANS	To examine problems faced by Indians as they see them and to become familiar with proposals for solutions which they suggest	The Indian situation in the United States today has become a matter of deep concern to Indians and other Americans. Have the class read accounts in Our Brother's Keeper: The Indian in White America, by Edgar Dahn; House Made of Dawn by Scott Momaday, or similar references to discover what the problems are -- how the Indians see them, how they developed, how the Indians feel about these problems, and how they propose to solve them. Where possible, have the students share experiences which they may have had on visits to an Indian reservation, or write to Akwesasne Mohawk Nation, Box 435, Rooseveltown, New York, 13683, for a film list which deals with Indians. Have the students become familiar with such references as Vine Deloria's book, We Talk, You Listen, or John Collier's book, Indians of the Americas. Have small groups of students role play individual situations in which the former United States Commissioner of Indian Affairs describes the impact which western European and Indian cultures had on each other. This can be done by having a single group role play a chapter from Collier's book. Examples: Chapter 2 - "Indian Life before the White Man;" Chapter 3 - "The Incas and Pizzaro;" Chapter 4 - "The Aztecs and Cortez." Have the students assume the roles of members of the Bureau of Indian Affairs, and plan some strategies for helping the Indians to participate more directly in decision-making in matters which affect their daily lives in their homeland. (See Brophy and Aberle - The Indian - America's Unfinished Business or Levine and Turrie - The American Indian Today)
27. FRITO BANDIDO - FACT OR FICTION	To identify the extent to which ethnic groups are accurately represented in the mass media	Newspaper, magazine, and television advertisements often use representations of ethnic groups which are sometimes misrepresentations. Examples: Frito Bandido Newspaper ads - (Blacks are usually portrayed by simply shading faces with white features) Find as many other examples of these advertisements as possible. What seems to be their purpose? How accurately do they portray the group being represented? Revise these advertisements in such a way that the ethnic groups involved will be represented more accurately.

TITLE	PURPOSE	LEARNING ACTIVITIES
28. IS ARCHIE BUNKER HOME?	To analyze problems in intergroup education which are frequently illustrated through the mass media	Arrange for the class to view a series of TV programs (e.g., All in the Family, Our Street, or Sanford and Son); examine magazines and newspapers, and see films (e.g., "West Side Story," "Portrait of Life," "Guess Who's Coming to Dinner?") relating to problems in intergroup relationships. Analyze the problems explored identify the issues involved, and suggest solutions. Try to determine the extent to which the problems are portrayed as they actually exist. After this study, make a film portraying the facts behind the problems in intergroup relationships.
29. INTERNATIONAL ORGANIZATIONS	To examine the purpose, functions, and achievements of international organizations in order to evaluate international cooperation	Study in detail one or more of the following international organizations emphasizing purpose, functions, accomplishments, and failures. International Court of Justice - Who composes its membership? - What is the source of the laws it enforces? - What are some decisions which it has rendered? - What are some cases before it at the present time? World Bank and Monetary Fund International Postal Union International Telecommunication Union World Health Organization
30. AN ASSEMBLY PROGRAM	To describe the role which members of several ethnic groups have played in the formation of our pluralistic society	Have each student conduct an in-depth study of the contributions of a person of an ethnic group to a field of interest for presentation during Brotherhood Week or American Education Week. Some examples are: *Science* - Sigmund Freud, Louis Pasteur, Ivan Pavlov, Anthony Van Leeuwenhoek, Christian Eijhan, Charles Drew, George Washington Carver, Anton Weiner von Braun *Music* - Marion Anderson, Leontyne Price, Count Basie, Paul Robeson, Ludwig Van Beethoven, Leonard Bernstein, Hugo Blanco, Louis Armstrong, Johann Strauss, Johann Sebastian Bach, Rimsky Korsakoff, Duke Ellington, Buffy St. Marie, Zaltan Kodaly, Edward Grieg, Jan Sibelius

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TITLE	PURPOSE	LEARNING ACTIVITIES
		Geography - James P. Beckworth, Mathew Henson, Benjamin Banneker *Entertainment* - (Famous TV personalities) Edie Gorme, Harry Belafonte, Jose Feliciano, Tom Jones, David Frost Ponce Ponce, Sidney Poitier *Art* - Vincent Van Gogh, Alexander Archipenko, [illegible]lph Weiman, Harry O. Tanner, Gordon Parks, E. Simms Campbell, Frank Lloyd Wright, Homer Winslow, Grant Woods *Sports* - Joe Louis, Jessee Owens, Jackie Robinson, Jim Thorpe, Red Grange, Althea Gibson Using their findings, students may choose to work cooperatively in their English, social studies, art, science, physical education, and music classes to pnepare an assembly illustrating the contributions of persons from many ethnic groups in these fields.
31. A MULTI-CULTURAL EXHIBIT	To compare cultural items associated with various ethnic groups with those in present-day American society	Prepare an exhibit of items related to the multi-cultural backgrounds of people who make up the population of the school community and/or the United States. Such items may include utensils, toys, handicrafts, newspapers, flags, clothing, stamps, postcards, and money. Permit the class to examine items as closely as possible and discuss their observations. Draw conclusions about the differences or similarities in the items displayed and give reasons for the differences and similarities.
32. MINORITIES IN SPORTS	To help students discover that people of many ethnic backgrounds participate in all fields of sports	Have the students make a survey of several professional sports teams in the area, such as the Baltimore Orioles, Blades, Colts, the Washington Redskins, or similar teams and identify members who represent ethnic groups. If possible, arrange for an interview with one of these athletes; otherwise, write for information. Areas which may be covered in the interview or correspondence are: - A comparison of the particular sport in the United States and the player's native country. - Roles of minority groups in management and ownership in the United States and in the player's native country. - Discrimination experienced. - Intra-team relationships. - Reactions and actions of spectators in the United States and the player's native country.

TITLE	PURPOSE	LEARNING ACTIVITIES
33. PESO, CENT, POUND	To understand the currency system of other countries as a means of becoming more familiar with people of other cultures	When one travels to other countries, it is usually necessary to understand the currency system. In order to help the students apply the idea of conversion, give one of the following activities: - Work out some currency exchange problems. Examples of currencies from several countries associated with minority ethnic groups might be examined: Germany, Italy, Ireland, Israel, Ghana, China, Japan. A practice exercise in conversion might be used (e.g., \$1.00 in the United States - \$1.02 in Canada; 1 peso in Mexico - \$.08 in the United States; 1 pound in Great Britain - \$2.44 in the United States). Present currency exchange rates are usually found in the Financial Section of the local newspaper. - Compare the income of the average worker in another country with the price he pays for essentials for his family in order to gain an insight into his standard of living. - How does the devaluing of the United States dollar affect world trade? How does it affect the standard of living in other countries and in the United States?
34. ETHNIC STRATIFICATION	To distinguish between facts and prejudicial attitudes which result in false myths and images	Using a current situation or one or two of the following questions, hold a panel discussion, a small group discussion, or develop special projects, using sociological studies and direct observations. - Do all dominant groups have the same attitude toward subordinate groups? - Is the equality of whites and blacks in American society likely to be achieved soon? How? - Is there a relation between the racial composition of the high school and the kind of relationship between the black and white students? - Does the racial composition of the school influence student involvement in co-curricular activities? - What determines a person's behavior toward individuals of another race? - Why do some whites accept some blacks in certain situations and reject them in others, or vice-versa? - Do the reactions of blacks to whites (or vice-versa) change in any patterned way as they continue to interact?

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TITLE	PURPOSE	LEARNING ACTIVITIES
		- What are the social characteristics of the people most likely to resist desegregation of the schools? The teacher may want to help the students organize programs of action (letters to editors, elected officials), co-curricular activities, or mock legislative sessions discovered in the activity.
35. ANALYTICAL BOOK REVIEWS	To distinguish between two points of view which are historically based and which deal with the role of members of minority groups	Historians treat Nat Turner as a historical figure such as Herbert Aptheker's Nat Turner's Slave Rebellion. His book includes the full text of Nat Turner's 1831 "Confession." A writer of fiction, William Styron, wrote a book entitled The Confessions of Nat Turner. Ask some members of the class to read a historical account of Nat Turner while others read Styron's fictionalized, yet historically based, account of Nat Turner. Have individual students investigate the background of the author and present their findings to the class (e.g., Herbert Aptheker, in all his works, takes a Marxist approach). The presentation could be (1) role playing, (2) an imaginary interview based on the information obtained, or (3) a diary. Discuss such ideas as: - How would Styron's account be received in the black community? - Does the historical evidence presented seem to be factual? - How has Styron used literary license to portray Nat Turner? - What different viewpoints do the two authors present? - How important is it to consider the background of the author and his purpose for writing when weighing the viewpoints he presents? If possible, invite a historian to visit the class and react to views which the class presents.
36. RIGHTS OR WRONGS	To identify and analyze the difficulties that minority groups have experienced in securing citizenship rights	Have the students study the portion of the 14th Amendment to the Constitution dealing with equal protection of the laws. Include in this study some of the Supreme Court interpretations pertaining to this subject. Hold a class discussion based on the following questions: - What Supreme Court decisions have altered the interpretation of the fourteenth and fifteenth amendments to

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TITLE	PURPOSE	LEARNING ACTIVITIES
		the Constitution of the United States? - Have the Supreme Court decisions concerning "equal protection" been consistent or have they changed? Cite several examples. - Why has the United States found it necessary to legislate such a great volume of laws concerning "equal protection?" Reference: "The Constitution of the U.S.A., Analysis and Interpretation" United States Government Printing Office, Washington, D.C., Small and Jayson - Editors
37. DOCTOR - WHICH?	To become aware of the discrimination experienced by ethnic groups in the field of medicine	Invite an intern or a member of the staff from a local hospital who is not a native of the United States (e.g., Johns Hopkins, University Hospital, Sinai, Provident, or Public Health Services Hospital) to speak to the class on such topics as: - Reason for coming to the United States - Comparison of training and experience in the United States with that in the home country - Problems faced as a doctor in the United States (e.g., communicating with patients; ethics) - Proposals for overcoming these problems - Problems of adjusting to American culture Interview persons who are from countries where English is not spoken, but who are residing in the United States to find out: - Difficulties in getting medical assistance - Policies (written or verbal) about treatment by hospitals and/or doctors for persons who do not speak English. Interview, if possible, a monolingual doctor in a foreign speaking area concerning the experiences and problems in treating patients. Write legislation to solve some of the problems which were discussed in the above activities. Send your proposals to the appropriate legislators for consideration and possible action.
38. ANALYZING PREJUDICIAL WORDS	To recognize words which are often associated with certain ethnic groups and which have prejudicial connotations	Prejudice toward ethnic groups is sometimes expressed in words which are often associated with certain groups. Have the students identify examples. For instance: greasy or impulsive (Italians); rich, unethical, clannish (Jews); primitive, immoral niggers, lazy (Blacks); dumb (Poles); shiftless (Mexicans);

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TITLE	PURPOSE	LEARNING ACTIVITIES
		sneaky (Japanese); superstitious and priest-ridden (Catholics). Discuss how connotations associated with these words developed. View the filmstrip, "Exploding the Myths of Prejudice," or the film "Boundary Lines," or read ideas in such books as The Politics of Prejudice by Roger Daniels to discover other causes and consequences of stereotyped ideas that have not been suggested by the class. Have the students cite examples of how stereotyped beliefs sometimes succeed in producing the very social conditions assumed by these beliefs. (For example, if society fosters the belief that women are incompetent outside the home and if women have little opportunity to exercise their talents, in many instances the stereotype is fulfilled.) Identify ways in which governing agencies, the courts, and the mass media helped to dispel some stereotypes associated with various ethnic groups.
39. PREJUDICE IN AMERICAN HISTORY	To view in perspective feelings toward immigrants in the history of the United States	The teacher should direct the attention of the class to the influence of certain historical events in the history of the United States in the formation of prejudicial attitudes. Examples are: - Building of the transcontinental railroad - relationship between Irish and Chinese - Chinese Exclusion Act of 1882 - relationship between California and Japan - Relocation Camps - relationship of the United States and Japanese during World War II - National Origin Act - quota system Discuss the event and explore the development of the prejudicial attitudes. Plan a presentation that will illustrate ways in which society today might have attempted to counteract the prejudicial attitudes which arose during each historical event, for example, the prejudice toward Germans in Baltimore during World War I: people did not eat sauerkraut; they ate liberty cabbage; German was not taught in the public schools. German Street became Redwood Street; many people with German names Americanized them.

TITLE	PURPOSE	LEARNING ACTIVITIES

40. OUTNUMBERED!	To analyze and interpret poems and stories which reveal obstacles faced by many ethnic groups throughout our history and the means they used to overcome these obstacles	Have the class read The Outnumbered by Charlotte Brooks or similar references. (It is also possible to use selections found in literature anthologies to analyze and interpret literary works relating to ethnic groups.) Some types of activities in which students may engage after reading The Outnumbered are:
		- Compare the Irishman's situation in "O'Halloran's Luck" with that of most Irishmen today.
		- Cite ways in which several Italians overcame obstacles described in "Panic" and rose to high positions in America. Suggest some factors that made this possible.
		- Describe how some ethnic groups, such as the Puerto Ricans referred to in "The Land Is Room Enough," still experience low wages, poor housing, and discrimination. Propose some possible actions to overcome these problems.
		- Relate the personal indignities which Marion Anderson experienced as a Negro and which are described in Shock; relate the agonizing frustrations which Richard Wright described in Fate. Compare the means through which these two artists shared their experiences and their talents.
		- Analyze Langston Hughes' "Let America Be America Again" in terms of the following questions:
		  - What does Langston Hughes mean when he says "Let it be the dream it used to be"? Dream for whom?
		  - In what way has the dream he speaks of been shattered? What people are speaking out today?
		  - Why should people be a part of this dream?
		  - What challenge does Hughes give to the people?

41. WE AND THEY	To involve students in improving intergroup relations	Organize a club in which black and white students may promote mutual understanding about the minority experience. Students may plan intergroup activities for the entire student body, class, and community (e.g., assembly programs for Martin Luther King Day; fund raising for a specific cause such as sickle cell anemia or UNICEF; class commemoration of a particular ethnic group holiday, such as Republic of Lithuanian Day, February 16; General Pulaski Memorial Day, October 11; Republic of Czechoslovakia Day, October 28.

TITLE	PURPOSE	LEARNING ACTIVITIES
42. POLITICAL ACTION	To suggest ways in which constructive action through the political process may be taken to overcome problems in intergroup relations	Consult a World Almanac, census reports found in many libraries or a source such as Chuck Stone's Black Political Power In America to find recent statistics on the percentage of ethnic groups in selected areas of the United States. Students may develop a series of graphs to illustrate these statistics. Study these in relation to the extent of representation by various ethnic groups in top government positions, the extent to which these various groups participate in the election process, and some recent legislative, executive, or judicial decisions which affect many groups. Have the class attempt to analyze these ideas in terms of how constructive action through the political process can best be achieved. Organize voter registration campaigns; participate in or form action-oriented campaigns, such as consumer protection, equal employment, and multi-ethnic legislation.
43. MAKE IT WORK	To assist students in applying what they have learned to the proposal of solutions to intergroup problems	Make a study of legislation before the local, state, or national legislative bodies which attempts to overcome some problems related to minority groups. Compare this legislation to the kinds of laws enacted in the past by choosing some pressing current issues relating to ethnic minorities. After becoming familiar with legislative procedures, have the students stage a mock legislative session to show how they would effect legislative changes to deal with legislative procedures, have the students stage a mock legislative session to show how they would effect legislative changes to deal with problems related to intergroup relations. or Have the students construct a "Model Youth Local Government." Show how they would bring about changes to improve cultural relations among groups. Attention might be given to such areas as housing, employment, education, districting, recreation, etc. Have them assume roles as "Officials for a Day" (or over a given period of time). Demonstrate how they would operate as an executive or as a legislative or judicial body to facilitate intergroup understanding and cooperation.

TITLE	PURPOSE	LEARNING ACTIVITIES
44. STUDENTS IN ACTION	To demonstrate the solution to problems that result from intergroup tensions through a continuum of activities	Divide the class into groups and have each group depict in a creative manner a problem in human relations: employment, political equality, housing or equal protection under the law. As each group exchanges its work, see if they can perceive the problem depicted and suggest a solution. Have the students plan a project in which they could become involved in helping to do something about the solution of these problems. Examples might be: - Letters to the editor - Campaigning in an election year - Television appearances - Recommendations for legislation
45. ACTION!	To work with community agencies to improve employment opportunities through intergroup relations	Divide the class into small groups to investigate employment opportunities in the community. Have the class develop a questionnaire which would provide data on the following: - Efforts being made to hire qualified members of minority groups. - Evidence of discriminatory hiring practices. - Relationship of employment practices to unemployment rates. Have other groups of students contact employment agencies, human relations groups, and the Office of Equal Opportunity to obtain similar data dealing with the aforementioned ideas. The entire class should discuss the findings of the individual groups and prepare proposals for action which agencies can take to alleviate these problems. Request a response from the agencies involved or invite a representative to discuss these action proposals with the class.

SELECTED BIBLIOGRAPHY

LEVEL IV -- Theme I

A. Books

Acuna, Rudy. A Mexican American Chronicle. 450 West 33rd Street, New York, New York 10001: American Book Co. $6.95. 1971.

Presents the history of the Mexican American from Pre-Columban times to the present. Includes capsule biographies of contemporary Chicano figures, such as Cesar Chavez, Corbey Gonzales, Ernesto Galaza, and Luis Valdez.

Azuela, Mariano. The Underdogs. 1301 Avenue of the Americas, New York, New York 10001: New American Library. $.95. 1960.

A translation of Los de Abajo, considered the greatest novel of the Mexican Revolution. The story of a young hero who is forced to side with the rebels to save his family.

Bacon, Margaret. Lamb's Warrior: The Life of Isaac T. Hopper. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $4.50. 1970.

A biography of the Quaker abolitionist and his activities, bold and even reckless, to eliminate the sin of slavery.

Banks, James A.,and Grambs, Jean D., Editors. Black Self-Concept. 1221 Avenue of the Americas, New York, New York 10026: McGraw-Hill. $3.95. 1972.

Reinforces the importance of self-image and its relationship to discrimination.

Barrio, Raymond. The Plum Plum Pickers. 850 Montgomery Street, San Francisco, California 94133. Canfield Press. $2.45. 1971.

Portrays the anguished life of migrant Mexican fruit pickers in the Santa Clara Valley of California.

Bates, Daisy. The Long Shadow of Little Rock. 750 Third Avenue, New York, New York 10017: David McKay Co., Inc. $5.50. 1962.

The story of Elizabeth Eckford's experiences during the integration of Little Rock's Central High School.

Beckhard, Arthur J., Black Hawk. West 39th Street, New York, New York 10018: Julian Messner, Inc. $6.50. 1957.

A good biographical sketch of the famous Sauk Warrior who lived under four flags in the Mississippi Valley.

A. Books (continued)

Brown, Claude. Manchild In The Promised Land. 1301 Avenue of the Americas, New York, New York 10010: New American Library, Inc. $1.50. 1965.

Deals with the author's life in the ghetto of Harlem. Claude Brown, former dope pusher, finally realizes that he is an example for no man. He extricates himself, becoming a law student at one of America's leading universities.

Brown, Dee. Bury My Heart at Wounded Knee. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart, Winston, Inc. $10.95. 1971.

Synthesizes an Indian history based largely upon the records of treaty councils and the words of such Indian leaders as Chief Joseph, Geronimo, and Crazy Horse, carefully documented and designed. It covers only 30 years, 1860 to 1890.

Brownmiller, Susan. Shirley Chisholm: A Biography. Garden City, New York 11530: Doubleday and Co., Inc. $3.95. 1971.

Related the story of the first black woman to be elected to Congress and how she has become the liveliest representative in the House.

Buck, Pearl. My Several Worlds: A Personal Record. 630 Fifth Avenue, New York, New York 10020: Pocketbooks, Inc. $10.00 1954.

Tells the true story of Pearl Buck's life in China until forced to leave for America where she lived until her death in 1973.

Cepeda, Orlando. My Ups and Downs in Baseball. 200 Madison Avenue, New York, New York 10016: G.P. Putnam's Sons. $5.95. 1968.

Relates the trials and successes of this famous baseball player in his own words.

Cutler, John. Cardinal Cushing of Boston. 260 Madison Avenue, New York, New York 10016: Hawthorne Books, Inc. $2.50. 1970.

Describes in a vivid manner the life, work, personality, and leadership of the head of the Catholic Church in the Boston area.

Dahl, Borghild. Homecoming. 2015 Park Avenue, New York, New York 10003: E.P. Dutton and Co., Inc.$3.95.1960.

The story of a second generation Norwegian girl who resents her mother's insistence on retaining the customs of the Old World.

A. Books (continued)

D'Amelio, Don. Taller Than Bandos Mountain: The Story of Hidey Noguchi. 625 Madison Avenue, New York, New York 10022: Viking Press. $3.50. 1968.

Based on the life of the renowned physician and bacteriologist.

David, Jay. ed. Growing Up Black. 105 Madison Avenue, New York, New York 10016. William Morrow and Co., Inc. $7.95. 1968.

Contains a collection of autobiographies of prominent black Americans, including Ethel Waters and Gordon Parks.

David, Jay. Growing Up Jewish. 105 Madison Avenue, New York, New York 10016: William Morrow and Co., Inc. $7.50. 1968.

Gives autobiographical selections of 25 people of Jewish ancestry in Europe, America, and Israel.

Delury, George. ed. The World Almanac. 230 Park Avenue, New York, New York 10017: Newspaper Enterprise Association, Inc. $2.95. 1974.

Contains factual knowledge on many items.

Douglass, Frederick. Life and Times of Frederick Douglass: The Complete Autobiography. 866 Third Avenue New York, New York 10022: $2.45. 1962.

Provides an account of the life of a slave in the city with comparisons to that of a rural slave; offers an example of stirring determination with thich some slaves pursued the golden dream of education.

DuBois, William E.B. The Autobiography of W.E.B. DuBois. 381 Park Avenue South, New York, New York 10016: International Publishers. $10.00. 1968.

Presents the feelings of a legendary freedom fighter, the father of black power, the "third world" concept, and the foundations of the revolutionary movement today.

Ellison, Ralph. Invisible Man. 201 E. 50th Street, New York, New York 10022: Random House, Inc., $7.50. 1952.

Highlights a black man's experiences in the North and the South; his search for identity, and his confrontation with racial hostility.

Erdman, Loula. Room to Grow. 79 Madison Avenue, New York, New York 10016: Dodd, Mead and Co., $4.50. 1962.

Settling in Texas after immigrating from France, this family finds it possible to acquire new customs while still holding on to the heritage of their motherland.

A. Books (continued)

Ewen, David. The Story of George Gershwin. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart, Winston, Inc. $3.59. 1943.

Describes the life of the popular song composer.

Ford, Nick Aaron. ed. Black Insights: Significant Literature by Black Americans, 1760 to the Present. 191 Spring Street, Boston, Massachusetts 02173: Ginn and Co. $6.95. 1971.

Presents an anthological survey of black writers from Phillis Wheatley to Don Lee.

Frank, Anne. Anne Frank: Diary of a Young Girl. 630 Fifth Avenue, New York, New York 10022: Washington Square Press. $8.95. 1964.

Tells the autobiographical story of a 13-year-old Jewish girl under the Nazi terror.

Friedenberg, Edgar Z. Coming of Age in America. 201 E. 50th Street, New York, New York 10022: Random House, Inc. $7.95. 1963.

Relates the agonies of "our last depressed minority," the young people in the United States, and the way schools hinder and handicap their growth toward responsibility and adulthood.

Gaines, Ernest J. Autobiography of Miss Jane Pittman. 1 Dag Hammarskjold Plaza, 245 E. 49th Street, New York, New York 10017: Dial Press, Inc. $7.95. 1971.

Takes the recollections of a black woman as she relates the history of blacks in America from slavery through the militant 1960's.

Gaspard, Jean. Man as an Individual. 440 Park Avenue, New York, New York 10016: Appleton-Century-Crofts. $5.90. 1962.

Relates man's fight against stereotyping.

Goldschmidt, Walter. The Ways of Mankind. 25 Beacon Street, Boston, Massachusetts 02108: Beacon Press. $8.95. 1953.

Covers introduction to anthropology with scripts and recordings.

Gregory, Dick. Nigger: An Autobiography. 201 Park Avenue South, New York, New York 10003: E.P. Dutton and Co., Inc. $5.95. 1964.

Depicts Dick Gregory's struggles to success.

A. Books (continued)

Hagedorn, Hermann. The Hyphenated Family. 866 Third Avenue, New York, New York 10022: Macmillan Co. $6.25. 1960.

Refusing to give up his loyalty to his native country, an immigrant German father brings disaster upon his wife and children who are torn between two countries all their lives.

Hall, Calvin S., and Lindzey, Gardner. Theories of Personality. 605 Third Avenue, New York, New York 10016: John Wiley and Sons, Inc. $12.75. 1970.

Describes theories of personality as developed by leading psychologists.

Hano, Arnold. Sandy Koufax: Strikeout King. 200 Madison Avenue, New York, New York 10016: G.P. Putnam's Sons. $4.89. 1964.

Tells the biography of a great in the field of baseball with Jewish ancestry.

Hano, Arnold. Roberto Clemente: Batting King. 200 Madison Avenue, New York, New York 10016: G.P. Putnam's Sons. $4.89. 1968.

Depicts the difficulties of a baseball player in adjusting to a different way of life and discrimination.

Hersey, John. Hiroshima. 201 E. 50th Street, New York, New York 10022: Modern Library, $2.95. 1967.

Recounts the effects of the first atomic weapon on a city, and the attempts of the survivors to survive and understand.

Hill, Herbert. ed. Soon, One Morning: New Writing by American Negroes. 201 E. 50th Street, New York New York 10022: Alfred Knopf. $7.95. 1963.

Contains a selection of the work of American Negro Writers, 1940-1962: Brooks, Petry, Ellison, Baldwin, Hughes, Wright, and others. Biographical notes.

Hosokawa, Bill. Niser, The Quiet Americans. 105 Madison Avenue, New York, New York 10016: William Morrow and Co., Inc. $3.95. 1969.

Studies the second generation Americans of Japanese descent and their immigrant parents, the Issei.

Howard, James H. The Warrior Who Killed Custer: The Personal Narrative of Chief Joseph White Bull. 901 North 17th Street, Lincoln, Nebraska 68508: University of Nebraska Press. $9.50. 1969.

Records the life of the Teton Dakota Indians, narrating the Battle of the Little Big Horn where White Bull claims to have killed Custer.

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Gives the story of how the eldest son of a Czech family, while protesting the authoritarianism of his father, tries to find a place for himself and his family in the United States.

Johnson, James W. Autobiography of an Ex-Coloured Man. 201 East 50th Street, New York, New York 10022: Alfred A. Knopf. $5.95. 1927.

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Kroeber, Theodora. Ishi in Two Worlds: A Biography of the Last Wild Indian in North America. 2223 Fulton Street, Berkeley, California 94720: University of California Press. $7.95. 1961.

Robbed of his home and bereft of his people, Ishi, last of the California Indians, lives his final years among the white man, his enemy.

Lewis, David L. King, A Critical Biography. 111 Fourth Avenue, New York, New York 10003: Praeger Publishers. $7.95. 1970.

Raises many questions about Martin Luther King and his non-violent movement.

Lewis, Oscar. La Vida. 201 East 50th Street, New York, New York 10022: Random House, Inc. $12.50. 1966.

Depicts the life style of a low income Puerto Rican slum family in San Juan and New York which is common among Puerto Ricans and other deprived and marginal groups in our society. Somewhat stereotyped.

Malcolm X, and Haley, Alex. The Autobiography of Malcolm X. 53 East 11th Street, New York, New York 10003: Grove Press, Inc. $7.50. 1966.

Tells the life of Malcolm Little from his childhood to his infamous career as a Black Muslim. His ideas and beliefs are described in this book.

Mann, Arthur. LaGuardia. East Washington Square, Philadelphia, Pennsylvania 19115: J.B. Lippincott and Co. $5.50. 1959.

Portrays in an interesting way the life and times of this former mayor of New York City.

Marshall, Catherine. A Man Called Peter. 1221 Avenue of the Americas, New York, New York 10020: McGraw-Hill Book Co. $6.95. 1951.

Coming to the United States in 1927 as a poor Scottish immigrant, he rose in 19 years to the office of Chaplain of the United States Senate.

A. Books (continued)

Maslow, Abraham. ed. Motivation and Personality. 10 East 53rd Street, New York, New York 10022: Harper and Row Publishers, Inc. $7.50. 1970.

Includes the explanation of self-actualization of individual great men in history.

Maslow, Abraham. ed. Toward a Psychology of Being. 450 West 33rd Street, New York, New York 10001: D. Van Nostrand Co., Inc. $5.95. 1968.

Summarizes the humanist psychologist's views of man and his behavior.

Matthiessen, Peter. Sal Si Puedes. 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, New York 10017: Dell Publishing Co., Inc. $2.95. 1969.

Discusses the plight of migrant workers, including health hazards, living conditions, and lack of protection from labor regulations.

Merriam, Eve. Growing Up Female in America: Ten Lives. Garden City, New York 11530: Doubleday and Co., Inc. $7.95. 1971.

Introduces ten fascinating American women through excerpts from diaries, letters, journals, and autobiographies. This book supplies some of the missing history of women.

Meyers, Elizabeth P. Angel of Appalachia: Martha Berry. 1 West 39th Street, New York, New York 10018: Julian Messner, Inc. $6.95. 1970.

Tells the biography of a fighter against social problems.

Miller, Warren. The Cool World. 34 Beacon Street, Boston, Massachusetts 02106: Little, Brown and Co. $4.95. 1959.

Tells the story of a young black boy who is a member of a fighting gang in Harlem.

Moody, Anne. Coming of Age in Mississippi. 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, New York 10017: Dell Publishing Co., Inc. $2.45. 1970.

Gives a graphic and moving account of a young black girl coming to grips with her identity during the civil-rights movement in the deep South.

Newlon, Clark. Famous Mexican Americans. 79 Madison Avenue, New York, New York 10016: Dodd, Mead and Co. $3.95. 1972.

Relates in a collective biography of twenty Mexican Americans, many overlooked facts about their history.

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Norris, Marianna. Dona Felisa: A Biography of the Mayor of San Juan. 79 Madison Avenue, New York, New York 10016: Dodd, Mead and Co. $3.95. 1969.

Describes the successes and failures of this mayor who served for 20 years.

Norris, Marianna. Father and Son For Freedom: Story of Puerto Rico's Luis Munoz. 79 Madison Avenue, New York, New York 10016: Dodd, Mead and Co. $3.95. 1968.

Relates the life and contributions to Puerto Rican history of Munoz Marin and his father.

Oliver, Donald W., and Newmann, Fred M. The Immigrant's Experience. Columbus, Ohio 43216: American Education Publications, Xerox Family Education Services, Education Center. 1971.

Provides insight into the problems of adjustment common to the many million immigrants who came to America. This is one of a series from the Harvard Social Studies Project.

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Depicts quietly, but bluntly, the personal history of a gifted black in his formative years. Glimpse of the world from the ghetto to personal recognition as a composer and photographer-historian for Life.

Ribalow, Harold U. Autobiographies of American Jews. 222 North 15th Street, Philadelphia, Pennsylvania 19102: Publication Society. $6.00. 1965.

Describes the life history of famous Jews from the 1880's through 1920.

Rose, Peter I. Nation of Nations. 201 East 50th Street, New York, New York 10022: Random House, Inc., $5.50. 1971.

Excerpts many good readings from outstanding sources. Strongly recommended as a text in ethnic studies.

Ruby, Robert H., and Brown, John A. Half-Sun on the Columbia, A Biography of Chief Moses. 1005 Asp Avenue, Norman, Oklahoma 73069: University of Oklahoma Press. $7.50. 1966.

Discusses in an interesting way the biography of Chief Moses.

Ruiz, Ramon. South by Southwest: The Mexican American and His Heritage. Garden City, New York 11530: Doubleday and Co., Inc. $3.75. 1969.

Describes the Mexican-American's heritage. Excellent.

A. Books (continued)

Salom, Rizhy. Syrian Yankee. Garden City, New York 11530: Doubleday and Co., Inc. $4.50. 1972.

Portrays the autobiography of the Americanization of a Syrian orphan.

Sandberg, John H. Introduction to the Behavioral Sciences. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart, Winston, Inc. $7.44. 1969.

Offers several chapters of readings on coming of age in America, the search for identity, and race and prejudice which examine human behavior in these fields.

Schulz, David A. Comming Up Black. Englewood Cliffs, New Jersey 07632: Prentice-Hall, Inc. $2.45. 1969.

A study of the lives and problems of several families living in an urban public housing project.

Sterling, Philip. The Quiet Rebels. Garden City, New York 11530: Doubleday and Co., Inc. $3.95. 1968.

Gives a biography of four prominent Puerto Ricans and their role in the political life of the island.

Sterne, Emma Golders. Benito Juarez: Builder of a Nation. 201 East 50th Street, New York, New York 10022: Alfred A. Knopf, Inc. 1967.

Struggling to earn a living and gain education, this poor Indian in Oaxaco state enters politics during the crucial period of Mexico's struggle for self government and contributes to the shape of modern-day Mexico.

Sterne, Emma G. I Am A Woman and A Jew. 330 Madison Avenue, New York, New York 10017: Arno Press, New York Times Co. 1926.

Gives in a realistic fashion the autobiography of a well-known social worker and author.

Suhl, Yuri. Eloquent Crusader: Ernestine Rose. 1 West 39th Street, New York, New York 10018: Julian Messner, Inc. $3.50. 1970.

Born in a Polish ghetto, Ernestine Rose emigrated to the United States and joined the early suffragist and abolitionist movements here.

Thomas, Piri. Savior, Savior, Hold My Hand. Garden City, New York 11530: Doubleday and Co., Inc. $1.50. 1972.

Continues the author's life story begun in Down These Mean Streets.

A. Books (continued)

Thomas, Piri. *Down These Mean Streets*. 1301 Avenue of the Americas, New York, New York 10019: New American Library. $1.50. 1967.

Tells of growing up as a Puerto Rican in the slums of Manhattan, realistically.

Thomas, W. LaVerne, and Anderson, Robert J. *Sociology: The Study of Human Relationship*. 757 Third Avenue, New York, New York 10017: Harcourt, Brace, Jovanovich, Inc. $3.95. 1972.

Presents several chapters on minorities and prejudice and discrimination.

Vasquez, Richard. *Chicano*. 959 Eighth Avenue, New York, New York 10019: Avon Books, $1.25. 1970.

Traces the Sandoral family through the revolutions in early 20th Century Mexico to their flight to Los Estados Unidos where they become itinerant farm workers facing prejudice, discrimination, and police harassment. Excellent.

Wong, Jade Snow. *Fifth Chinese Daughter*. 10 East 53rd Street, New York, New York 10022: Harper and Row Publishers, Inc. $4.79. 1950.

Relates the story of Jade Snow who had to conform to Chinese custom until college, where she learns the American way of life. She grows independent, earns the respect of her family, and is able to help them to cope with the problems arising from the conflict of cultures.

Wright, Richard. *Black Boy*. 10 East 53rd Street, New York, New York 10022: Harper and Row Publishers, Inc. $1.25. 1945.

Relates the story of how Richard Wright as a black child tried to come to grips with the complexities of the baffling question of race.

Wright, Richard. *Native Son*. 10 East 53rd Street, New York, New York 10022: Harper and Row Publishers, Inc. $1.25. 1969.

Gives perhaps the hardest hitting account of life in the black ghetto in the 1940's. The "granddaddy of protest novels."

B. Films and Filmstrips

No recommendations made by the Intergroup Education Revision Committee of 1974.

C. Records and Tapes

No recommendations made by the Intergroup Education Revision Committee of 1974.

D. Pictures and Prints

No recommendations made by the Intergroup Education Revision Committee of 1974.

E. Kits

No recommendations made by the Intergroup Education Revision Committee of 1974.

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LEVEL IV -- Theme II

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Excerpts from many of the outstanding black writers in American literature, from Frederick Douglass to Imamu Amiri Baraka (Le Roi Jones).

Adoff, Arnold. Black on Black: Commentaries by Negro Americans. 866 Third Avenue, New York, New York 10022: MacMillan Co. $5.95. 1968. Collier $.95.

Contains a collection of speeches, letters, and personal interviews on the Negro experience in America (Frederick Douglass to Dick Gregory).

Agee, James, and Evans, Walker. Let Us Now Praise Famous Men. 1 Beacon Street, Boston, Massachusetts 02108: Houghton Mifflin Co. $10.50. 1941.

Reports on the Alabama tenant farmers predicament during the Depression. Applicable in many ways today. A classic by an excellent writer and photographer.

Allen, Steven. The Ground is Our Table. Garden City, New York 11530: Doubleday and Co., Inc. $3.50. 1966.

Highlights an account of the migratory worker in the western United States, with an indictment of agri-business; includes both anecdotes and facts.

Anderson, Mariam. My Lord What A Morning. 959 Eighth Avenue, New York, New York 10019: Avon Books, $.75. 1956.

Tells the autobiography of this great concert artist.

Archer, Jules. Indian Foe, Indian Friend. 866 Third Avenue, New York, New York 10022: Macmillan Co. $4.95. 1970.

The history of the annexation of Indian Territory told through the life of Lt. Gen. William S. Harvey, who, convinced that white dishonesty and brutality caused the Indian uprising, tried to change United States government policy toward the Indians.

Armer, Laura Adams. In Navajo Land. 750 Third Avenue, New York, New York 10017: David McKay, Co., Inc. $3.95. 1962.

Gives a friendly, personal account of the Navajo Indian.

A. Books (continued)

Baldwin, Gordon C. How Indians Really Lived. 200 Madison Avenue, New York, New York 10016: G.P. Putnam's Sons. $4.29. 1967.

Recounts reconstruction of the cultures of the North American Indians prior to their displacement by European Colonists.

Baldwin, James. Blues for Mister Charlie. 1 Dag Hammarskjold Plaza, 245 E. 47th Street, New York, New York 10017: Dell Publishing Co. $.60. 1964.

Recounts the murder of Emmett Till, in play form.

Baldwin, James. Go Tell it on the Mountains. 1 Dag Hammarskjold Plaza, 245 E. 47th Street, New York, New York 10017: Dell Publishing Co. $.75. Paperback.

Relates the life of a black preacher's family in Harlem. A boy and his father confront white society together, each on his own terms.

Baldwin, James. The Fire Next Time. 1 Dag Hammarskjold Plaza, 245 E. 47th Street, New York, New York 10017: Dial Press. $3.95. 1963.

Contains two essays in which Baldwin discusses the philosophy and desperation of the black citizen in the United States.

Baldwin, James. Nobody Knows My Name. 1 Dag Hammarskjold Plaza, 245 E. 47th Street, New York, New York 10017: Dial Press. $5.95. 1965.

Describes the agony and frustrations of a Negro youth in Harlem during the late fifties.

Baldwin, James. Notes of a Native Son. 1 Dag Hammarskjold Plaza, 245 E. 47th Street, New York, New York 10017: Dial Press. $4.95. 1963.

The experiences of the author poignantly and incisively written.

Bardolph, Richard. The Negro Vanguard. 201 E. 50th Street, New York, New York 10022: Random House, Inc. $4.95. 1959.

Tells the biographies of outstanding blacks from 1770 to the present, with an emphasis on their origins, their careers, and their approach to white middle-class values, attitudes, and behavior.

Barrett, William E. Lillies of the Field. Garden City, New York 11530: Doubleday and Co., $.95. 1963.

Tells how a black truck driver helps German and Hungarian nuns build a mission.

A. Books (continued)

Barron, Milton L., ed. Minorities in a Changing World. 201 East 50th Street, New York, New York 10022: Alfred A. Knopf. $5.50. 1962.

Offers a comprehensive survey adapted to the standard theme for the sociological study of ethnic minorities, such as the South Irish, the Poles, the South Italians, the Japanese, and many others.

Bartlett, Irving; Fenton, Edwin; Fowler, David; and Mandelbaum, Seymour. A New History of the United States. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart, Winston, Inc. $7.88. 1969.

An inquiry approach American history book with many good primary sources.

Barzini, Luigi. From Ceasar to the Mafia. 50 Liberty Avenue, Freeport, New York 11520: Library Press. $8.95. 1971.

Sets forth an historical treatment of Italians.

Barzini, Luigi. The Italians. 122 E. 42 Street, New York, New York 10017: Atheneum Publishers, Inc. $6.95. 1964.

Relates history, experiences, and culture of Italian-Americans.

Bennett, Lerone, Jr., The Negro Mood. 201 E. 50th Street, New York, New York 10022: Ballantine Books. $.90. 1964.

Reveals the author's feelings on the Negro community structure and white power.

Bennett, Lerone, Jr., What Manner of Man? 630 Fifth Avenue, New York, New York 10020: Pocket Books, Inc. 1965.

Relates the biography of Martin Luther King, Jr., noting his tactics and criticisms of those tactics.

Berger, Thomas. Little Big Man. 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, New York 10017: Dial Press. $6.95.

Tells a cowboy and Indian story from the viewpoint of a cowboy who has become an Indian.

Bernard, Jessie. Marriage and Family Among Negroes. Englewood Cliffs, New Jersey 07632: Prentice-Hall, Inc. $1.95. 1965.

Recounts influences of American life on Negro family structures and personalities.

A. Books (continued)

Birmingham, Stephen. The Grandees: America's Sephardic Elite. 10 E. 53rd Street, New York, New York 10022: Harper and Row Publishers, Inc. $10.00. 1970.

Tells the story of America's Sephardic elite and their Spanish-Portugese ancestors, adding another dimension to the Jewish American heritage.

Bone, Robert A. The Negro Novel in America. 92 A Yale Station, New Haven, Connecticut 06520: Yale University Press. $2.45. 1965.

Gives a commentary on Negro novels and their themes, particularly pertinent to status and roles.

Bontemps, Arna. American Negro Poetry. 19 Union Square, New York, New York 10003: Hill and Wang. $4.95. 1963.

Serves as an anthology of the poetry of the American Negro. Good source for poems in dialect.

Bontemps, Arna. One Hundred Years of Negro Freedom. 79 Madison Avenue, New York, New York 10016: Dodd, Mead and Co. $5.00. 1961.

Includes many little-known as well as famous Negroes in the United States.

Borland, Hal. When The Legends Die. East Washington Square, Philadelphia, Pennsylvania 19105: J.B. Lippincott Co. $5.95. 1963.

Tells the story of an Indian boy in Colorado who is torn between the traditions of his tribe and the complex culture of the white man. Good commentary on the problems of the Indian in contemporary American society.

Bosworth, Allan R. American's Concentration Camps. New York, New York: W.W. Morton and Company. $7.95. 1967.

Tells about the summer of 1942 when about 110,000 people of Japanese ancestry were removed from their homes and businesses and placed under guard in relocation centers.

Boyle, Sarah R. The Desegregated Heart: A Virginian's Stand in Time of Tradition. 666 Fifth Avenue, New York, New York 10019: Apollo Editions, Inc. $2.95. 1966.

Describes a personal transition from traditionalism in a race to advocacy of Negro rights. Notes the price paid by Southern liberals.

Braithwaite, E.R. Paid Servant. 1221 Avenue of the Americas, New York, New York 10020: McGraw-Hill Book Co. $5.95. 1968.

Describes the author's career as a caseworker, revealing his struggle to overcome racial prejudice and the petty officialism of others.

A. Books (continued)

Brandon, William. The American Heritage Book of The Indians. 1 Dag Hammarskjold Plaza, 245 E. 47th Street, New York, New York 10017: Dell Publishing Co. $.75. 1969.

Provides a history of American Indians from prehistory to present.

Brandon, William. ed. The Magic World: American Indian Songs and Poems. 105 Madison Avenue, New York 10016: William Morrow and Co. $6.00 (book). $2.50 (paperback). 1971.

Compiles narrative poems, religious songs, nature lyrics, love songs, and lullabies from many different tribes, all expressing aspects of American Indian culture, harmony with nature, and respect for tradition.

Bronfenbrenner, Urie. Two Worlds of Childhood. 34 Beacon Street, Boston, Massachusetts 02106: Little, Brown and Co. $7.95. 1961.

Depicts and contrasts the worlds of cultures of children in the USSR and the USA.

Brown, Dale, and Field, Michael and Frances, Editors. American Cooking: The Melting Pot. 250 James Street. Morristown, New Jersey 07960: Silver Burdett; Time & Life Building, Rockefeller Center, New York, New York 10020: Time-Life. $6.51. 1971.

Presents fascinating contributions to American cuisine made by the wives of immigrants who preserved their ethnic traditions and old-world kitchen habits. Separate chapters on Italian, Jewish, Russian, Polish, and Puerto Rican cooking and cultural contributions are included.

Brunn, Harry O. The Story of the Original Dixieland Jazz Band. Baton Rouge, Louisiana 70803: Louisiana State University Press. $5.00. 1960.

Reveals Dixieland as a foundation for jazz in the early 1900's.

Bulla, Clyde. Indian Hill. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell, Co. $3.00. 1963.

Depicts how an American Indian boy faces the problems of adjusting traditional customs to city life.

Cahn, Edgar S. Our Brothers Keeper: The Indian in White America. 110 E. 59 Street, New York, New York 10017: World Publishers, Inc. $3.95. 1969.

Analyzes the status of American Indians in white American society.

Callcott, Margaret L. The Negro in Maryland Politics, 1870-1912. Baltimore, Maryland 21218: Johns Hopkins University Press. $7.95. 1969.

Includes black leaders of the past who made an impact on the politics of Maryland.

A. Books (continued)

Carson, Josephine. Silent Voices: The Southern Negro Woman Today. 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, New York 10017: Delacarte. $6.95. 1969.

Portrays black women involved in Civil Rights. Good picture of contemporary life in the South.

Chopin, June R.; McHugh, Raymond J.; and Gross, Rubard E. Quest for Liberty. Field Enterprises Publication, Inc. $9.50. 1971.

Provides the inquiry approach to United States history.

Courlander, Harold. Negro Folk Music, U.S.A. 562 West 113 Street, New York, New York 10025: Columbia University Press. $3.25. 1970.

Offers a comprehensive study of Negro folk music in the United States, spirituals, game songs, blues.

Curry, Gladys J. Viewpoints from Black America. Englewood Cliffs, New Jersey 07632: Prentice-Hall, Inc. $2.95. 1970.

Presents an excellent collection of speeches and essays setting forth the ideals and ideas, on selected subjects, of a number of contemporary black scholars and opinion molders. Several attempts are made to show the changes in attitude and thought since the 19th Century.

Denlinger, Donald M., and Warner, James. The Gentle People: A Portrait of the Amish. 625 Madison Avenue, New York, New York 10022: The Grossman Press. $20.00. 1969.

A pictorial record of Amish living, the most beautiful yet produced.

Dowdey, Gerald. Jouney to Freedom. 1139 South Wabash Avenue, Chicago, Illinois 60605: Swallow Press, Inc. 1969.

Contains music of the Civil Rights Movement.

DuBois, W.E.B. The Souls of Black Folk (Orig. 1903). 1515 Broadway, New York, New York 10036: Fawcett World Library. $.75. 1970.

Presents one of the first expressions of black power and the use of this power as a tool for gaining full citizenship for black Americans.

Dylan, Bob. Bob Dylan Songbook. 51 Madison Avenue, New York, New York 10010: Grosset and Dunlop, Inc. $4.95.

Compiles many of the social protests songs by Dylan.

A. Books (continued)

Eban, Abba. My People: The Story of the Jews. 201 East 50th Street, New York, New York 10022: Random House, Inc. $17.50. 1969.

Gives "the best short history of a long-lived people."

Eiseman, Alberta. From Many Lands. 122 East 42nd Street, New York, New York 10017: Atheneum Publishers. $6.75. 1970.

Relates a general history of immigration to America from 1820, including the contributions of major ethnic groups in shaping this country.

Embree, Edwin. Indians of the Americas. 866 Third Avenue, New York, New York 10022: Macmillan Co. $1.50. 1970.

A study of civilizations, manners, customs, white conquest, and Indian status in the modern world.

Faderman, Lillian, and Bradshaw, Barbara. Speaking for Ourselves: American Ethnic Writing. 1900 East Lake Avenue, Glenview, Illinois 60025: Scott, Foresman and Co. $6.50. 1969.

Provides an anthology of American writers of many different ethnic backgrounds; systematically arranged in six chapters: Negro American, Oriental American, Spanish American, Jewish American, American Indian, and European and Middle Eastern writers. All of these groups have experienced poverty, rejection, and alienation between generations. Yet, this work shows universalities rather than peculiarities of experience.

Fagen, Richard R., et al. Cubans in Exile: Disaffection and the Revolution. Stanford, California 94305: Stanford University Press. $5.95. 1968.

An account of the adverse effects of the Cuban revolution on brown people. Also their life in America.

Fairbairn, Ann. Five Smooth Stones. 666 Fifth Avenue, New York, New York 10019: Bantam Books, Inc. $1.25. 1970.

Narrates the story of one man's search for dignity and life. From a New Orleans ghetto, a black child reaches out for a better life, and later returns to the South to join the fight for equality and human rights.

Fitzgerald, S. China and the Overseas Chinese: A Study of Peking's Changing Policy 1949-1970. 32 East 57th Street, New York, New York 10022: Cambridge University Press. $19.50. 1972.

Outlines the relationship between mother country and immigrants throughout the world.

A. Books (continued)

Forbes, Jack D. The Indian in America's Past. Englewood Cliffs, New Jersey. 07632: Prentice-Hall, Inc. $1.95.

Explores the dynamics of inter-ethnic relationships by examining interactions of Americans with Europeans and Africans of the United States.

Franklin, John Hope, and Starr, Isidore. ed. The Negro in the Twentieth Century America. 201 East 50th Street, New York, New York 10022: Random House, Inc. $2.95. 1967.

Focuses attention on the 20th Century because it is in this period that the crusade for equality began to break through the curtain of public apathy. A kaleidoscope of human nature with its bigotry, hatred, and violence.

Franklin, John Hope. From Slavery to Freedom. Vintage Press. 1969. $3.45. Not in Book.

Provides a thorough history of the American black people.

Frazier, E. Franklin. Negro Family in the United States. 5801 Ellis Avenue, Chicago, Illinois 60637: University of Chicago Press. $2.45. 1966.

Summarizes a study that reveals the past of the black family and how it reflects on present day problems of power, family stability, economic support, and alienation.

Frazier, E. Franklin. Black Bourgeoisie. 866 Third Avenue, New York, New York 10022: Free Press. $2.95. 1965.

Presents Howard University's social scientist's critique of the upwardly mobile, urban, middle-class Negro people. Some have interpreted it as a plea for their involvement in efforts to remove race barriers.

Frazier, Thomas R., ed. Afro-American History: Primary Sources. 757 Third Avenue, New York, New York 10017: Harcourt, Brace, and World, Inc. $4.25. 1970.

Presents a collection of statements and position papers from the black community which describe black life from the shores of Africa to America in the late 1960's.

Freeman, Mae. The Story of Albert Einstein. 201 E. 50th Street, New York, New York 10022: Random House, Inc. $2.95. 1958.

Reveals a biography of Einstein and his contributions to science.

A. Books (continued)

Galaraza, Ernests; Gallegew, Herman; and Samora, Julian. Mexican Americans of the Southwest. 315 Lexington Avenue, New York, New York 10016: Anti-Defamation League. $2.50. 1970.

Gives an in-depth study of the evolution of the Mexican American Community in the Southwestern United States since 1900. Discusses the survival of the Mexican American cultural heritage despite changing relationships with the surrounding society.

Glazer, Nathan, and Moynehan, Daniel Patrick. Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City. M.I.T. Press. $1.95. Not in book.

Discusses the unmeltable ethnics of New York City. Shows that ethnic enclaves exist in the melting pot.

Goldston, Robert. The Negro Revolution: From Its African Genesis to the Death of Martin Luther King. 866 Third Avenue, New York, New York 10022: MacMillan Co. $2.48. 1968.

Recounts in an interesting way the story of the black man.

Gonzales, Edward. Cuba Under Castro: The Troubled Revolutions. 1 Beacon Street, Boston, Massachusetts 02108: Houghton Mifflin Co. 1973.

Up-to-date assessment of the revolution that has shaken the Western Hemisphere and its consequences through the succeeding dozen years.

Goro, Herb. The Block. 201 East 50th Street, New York, New York 10022: Random House, Inc. $3.95. 1970.

"Two tenement buildings in a block of 174th Street in New York's Spanish Harlem" reveal physical decay and human suffering. One hundred and twenty photographs and a text, composed of interviews with the people who live in the tenements and work in the area, result in a vivid portrait of ghetto lives in which hope and aspiration struggle against the gutting forces of an exploitive environment. New York Times Book Review.

Greenway, John. American Folksongs of Protest. 19 Union Square, West, New York, New York 10022: Octagon. $11.00. 1970.

Gives a perspective on the role of folk music in social movements.

Greer, Scott. Last Man In: Racial Access to Union Power. 866 Third Avenue, New York, New York 10022: Free Press. $5.00. 1959.

Reveals race roles in labor unions, union power, and the obligations of union leaders.

A. Books (continued)

Gregory, Dick. The Shadow that Scares Me. Garden City, New York 11530: Doubleday and Co. $4.95. 1968.

Contains ten essays on life in America by a most sensitive and aware individual.

Grier, William H., and Price, M. Cobbs. Why Do They Act That Way? 666 Fifth Avenue, New York, New York 10019: Bantam Books, Inc. $.75. 1970.

Offers a simplified edition of BLACK RAGE, examining the emotional conflicts of blacks through a series of psychological case studies.

Griffin, John H. Black Like Me. 1301 Avenue of the Americas, New York, New York 10019: New American Library. $.95.

Describes the white author's experiences in travels in the South as a black man.

Halich, Wasyl. Ukranians in the United States. 330 Madison Avenue, New York, New York 10017: Arno Press, A New York Times Co. $7.50. 1970.

Provides a reprint of a 1937 study of one of our ethnic groups which has received little attention. Offers a clearly balanced overview of Ukranian-American life; why they left the Ukrain and how they went about building their communities here. Particular emphasis on the cultural contributions and the kind of folklore developed in the new land.

Hall, Edward T. The Hidden Dimension. Garden City, New York 11530: Doubleday and Co. $5.50. 1968.

An excellent account of the importance of, and need for, spatial privacy.

Handlin, Oscar. Immigration as a Factor in American History. Englewood Cliffs, New Jersey 07632: Prentice-Hall, Inc. $1.95.

Provides a classic look at immigration as a factor in making American history.

Hawkins, Hugh. ed. Booker T. Washington and his Critics: (Problems in American Civilization). 125 Spring Street, Lexington, Massachusetts 02173: D. C. Heath and Co. $2.25. 1962.

Deals with the success and failures of Booker T. Washington. The "Atlanta Compromise Speech" where he was honored by the whites but scorned by some black political leaders, like W.E.B. Dubois.

Heaps, Willard A. The Story of Ellis Island. 815 Second Avenue, New York, New York 10017: Seabury. $3.95. 1967.

Presents a definitive history of Ellis Island, and its role in "processing" some 16 million immigrants from 1892-1932; includes many first-hand reminiscences of individual immigrants.

A. Books (continued)

Heller, Peter. In This Corner. 1 West 39th Street, New York, New York 10018: Simon and Schuster. $1.75. 1973.

Presents a collection of 40 biographical sketches of boxers from several ethnic groups.

Holland, Ruth. The Forgotten Minority: America's Tenant Farmers and Migrant Workers. 666 Fifth Avenue, New York, New York 10019: Crowell-Collier. $4.50. 1970.

Presents a documented account of the rural crisis that has been building in America since the 19th Century, its origins and relationship to urban problems.

Horowitz, Gene. Home is Where You Start From. 630 Fifth Avenue, New York, New York 10020: Pocket Books. $.75. 1967.

Presents a delightful story of two middle-class Jewish families and their relationship, aspirations, and disappointments.

Hostetler, John. The Amish in American Culture. William Penn Museum and Archives Building, Box 1026, Harrisburg, Pennsylvania 17108: Pennsylvania Historical and Museum Commission. 1962.

Offers a brief survey of the Amish people showing their culture in an interesting way.

Hughes, Langston. The Big Sea. 19 Union Square, New York, New York 10003: Hill and Wang. $2.45. 1963.

Narrates the American black man's adjustments under tradition and change.

Hughes, Langston. ed. New Negro Poets: U.S.A. Tenth and Morton Streets, Bloomington, Indiana 47401: Indiana University Press. $5.95. 1964.

Contains modern poetry prefaced by a critical introduction by Gwendolyn Brooks.

Hunter, Kristin. The Soul Brothers and Sister Lou. 597 Fifth Avenue, New York, New York 10017: Scribner's Sons. $3.63. 1968.

Tells how Louretta Hawkins, a lonely Negro teenager in an urban ghetto discovers her deep identification with her own people and learns to be proud of the positive values of black life.

Jeffers, Camille. Living Poor. Drawer 145. Ann Arbor, Michigan 48106: Ann Arbor Publishers, Inc. 1967.

Describes the life of the author in a Washington, D.C. public housing project.

A. Books (continued)

John, David P. The American Negro Reference Book. Englewood Cliffs, New Jersey 07632: Prentise-Hall, Inc. 1966.

Contains an annotated bibliography of the significant contributions of American Negroes.

Jones, LeRoi. Blues People: Negro Music in White America. 105 Madison Avenue, New York, New York 10016: William Morrow and Co., Inc. $1.95. 1963.

Relates black music in terms of cultural transitions. Enlivened with anecdotes.

Kahn, Roger. The Boys of Summer. 10 East 53rd Street, New York, New York 10022: Harper and Row Publishers, Inc. $6.95. 1971.

Reveals insights into how the Brooklyn Dodgers became the first integrated team in major league baseball.

Kelley, William M. A Different Drummer. Garden City, New York 11530: Doubleday and Co. $1.45. 1969.

Takes place in an imaginary state bounded by Alabama, Tennessee, and Mississippi, where the revolt of a single Negro farmer sparks others to abandon their farms and follow him northward.

Koppett, Leonard. Twenty-Four Seconds Too Short. 866 Third Avenue, New York, New York 10022: Macmillan Co $5.95. 1968.

Gives an account of professional basketball and the role played by America's ethnic groups in the development and success of the sport.

LaFarge, Oliver. Laughing Boy. 1 Beacon Street, Boston, Massachusetts 02108: Houghton Mifflin Co. $2.45. 1963.

Gives an empathic description of Italian-American relationships.

Laird, Charlton. The Miracle of Language. 1515 Broadway, New York, New York 10036: Fawcett Libraries. 1953.

The fascinating story of our language told with wit and imagination, a thrilling voyage through the world of words.

Langley, L. Cuban Policy of the United States. 605 Third Avenue, New York, New York 10016: Wiley and Sons, Inc. $4.50. 1968.

Offers an analysis of United States dealings with Cuba and Cuban refugees.

A. Books (continued)

Leckie, Robert. The Story of Football. 201 East 50th Street, New York, New York 10022: Random House, Inc. $5.45. 1965.

Provides an interesting account of football and the contributions of many ethnic groups to the sport.

Lee, Calvin. Chinatown, U.S.A. Garden City, New York 11530: Doubleday and Co. $5.50.

Presents Chinese-Americans as they conquer life in the United States.

Leinwand, Gerald. Minorities All. 630 Fifth Avenue, New York, New York 10020: Pocket Book. $.95. 1971.

Contains a collection of selected readings which attempt to show multi-cultural heritage and the intergroup problems which stem from different background experiences. Each reading poses certain questions for further inquiry.

Lester, Julius. To Be a Slave. 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, New York 10017: Dell Books. $.75 (paperback). 1970.

Describes lives of real black slaves from capture in Africa, through plantation life, to emancipation.

Lewis, Oscar. Study of Slum Culture. 201 East 50th Street, New York, New York 10022: Random House, Inc. $7.00.

Studies the background material for author's la vida case studies of families.

Lincoln, C. Eric. The Negro Pilgrimage: The Coming of Age of Black America. 111 Fourth Avenue, New York, New York 10003: Praeger Publishing Co., Inc. $5.95. 1967.

Traces history of black Americans in North America from their beginning to the mid-sixties.

McGovern, Ann. Runaway Slave. 50 West 44th Street, New York, New York 10035: Four Winds Press. $2.95. 1965.

Provides a biography of Harriet Tulman.

Malin, Irving and Irwin, Editors. Breakthrough - A Treasury of Contemporary American-Jewish Literature. 1221 Avenue of the Americas, New York, New York 10020: McGraw-Hill Book Co. $7.50. 1964.

Provides short stories, poetry, and essays on Jewish identity in modern America.

A. Books (continued)

Manuel, Hershel T. Spanish-Speaking Children of the Southwest. Box 7819 University Station, Austin, Texas 78712: University of Texas Press. $2.25. 1965.

Includes descriptions of the school experiences of Mexican-American high school students written by the students.

Marshall, Paule. Brown Girl, Brownstones. 959 Eight Avenue, New York, New York 10019: Avon Books. $.95.

Tells vividly the story of an adolescent Barbadian girl growing up in Brooklyn and coping with various problems of identity: being West Indian, being black in white America, and becoming a woman.

Mayerson, Charlotte Leon. ed. Two Blocks Apart. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart, Winston, Inc. $3.95. 1965.

The story of a white boy of Irish background and a Puerto Rican boy. Describes their lives, homes, families. They live two blocks apart in New York City.

Mendoza, George. The World From My Window. 260 Madison Avenue, New York, New York 10016: Hawthorn Books, Inc. $5.95. 1969.

Presents the world of the ghetto through the eyes of its children in a stark, moving collection of their poems and drawings.

Mitchell, Loften. Black Drama: The Story of the American Negro in the Theater. 260 Madison Avenue, New York, New York 10016: Hawthorn Books, Inc. $2.45. 1970.

Provides a critical history of the black American in the theater from the 17th Century to the present time.

Newman, Robert. The Japanese: People of the Three Treasures. 122 East 42nd Street, New York, New York 10017: Atheneum Publishers. $4.25. 1964.

Relates history and culture of the people of Japan as represented by the three ancient symbols: the mirror, the sword, and the stone.

The 1902 Edition of the Sears Roebuck Catalogue. 419 Park Avenue, South, New York, New York 10016: Crown Publishers, Inc. $3.95. 1969.

Permits nostalgia for the price of goods at the turn of the Century and great relief that we have better things now.

Orth, Samuel P. Our Foreigners. 92 A Yale Station, New Haven, Connecticut 06520: Yale University Press. 1920.

Relates the experiences of newcomers to our shores, their agonies and exhilarations, their grief and gumption.

A. Books (continued)

Palmer, Phil, and Walls, Jim. Chinatown, San Francisco. 1050 Parker Street, Berkeley, California 94710: Howell North Books. $1.00.

Depicts the life and culture of Chinese-Americans.

Pearson, Keith L. The Indian in American History. 757 Third Avenue, New York, New York 10017: Harcourt, Brace, Jovanovich, Inc. $3.95. 1973.

Relates brief history of Indian-white relations and the role that Indian societies have played in the development of the United States.

Pei, Mario. Language for Everybody. 1301 Avenue of the Americans, New York, New York 10019: New American Library. $.75. 1968.

Provides derivations of English words.

Potok, Chaim. The Chosen. 1 West 39th Street, New York, New York 10018: Simon and Schuster. $4.95. 1968. Fawcett World $.95.

Provides a sensitively written and heartwarming novel that revolves around the friendship of two teenage Jewish boys.

Potok, Chaim. My Name is Asher Lev. 201 East 50th Street, New York, New York 10022: Alfred A. Knopf. $7.95. 1972.

Gives a study of conflicts surrounding the youth of an Hasidie artist in contemporary New York.

Potok, Chaim. The Promise. 201 East 50th Street, New York, New York 10022: Alfred A. Knopf. $6.95. 1969. 1515 Broadway, New York, New York 10036: Fawcett World. $1.25. 1970.

Shows the continuing story of the two boys (Hasidic) whose growing up was told in "THE CHOSEN." "They are young men now, and for each of them, the commitment he has made both to the tradition that nurtured him and to the future he has chosen hangs in the balance."

Prpic, George J. The Croatian Immigrants in America. 15 East 40th Street, New York, New York 10016: Philosophical Library. $11.95. 1971.

Narrates the story of the Croatian (Slavic people) immigration to America.

Quigley, Michael. April is the Cruelest Month. 815 Second Avenue, New York, New York 10017: Herder and Herder. $1.95. 1971.

Relates the story of life in Appalachia.

A. Books (continued)

Ritter, Lawrence S. The Glory of Their Times. 866 Third Avenue, New York, New York 10022: Macmillan Co. $7.95. 1966.

Tells the story of baseball and the contributions made to the game by many ethnic groups.

Robinson, Donald W. ed. As Others See Us: International Views of American History. 1 Beacon Street, Boston, Massachusetts 02108: Houghton Mifflin Co. 1969.

Describes the image that Americans project to foreign nations. Gives reactions to American foreign policy, domestic events, etc.

Saint-Marie, Buffy. The Buffy Saint-Marie Song Book. 51 Madison Avenue, New York, New York 10010: Grosset and Dunlop. 1971.

Includes the songs of the well-known folk singer and other folk artists.

Sandler, Gilbert. The Neighborhood: The Story of Baltimore's Little Italy. 901 North Howard Street, Baltimore, Maryland 21201: Bodine and Associates, Inc. $3.95. 1974.

Recounts the history of an Italian enclave in Baltimore.

Sandler, Martin W.; Rozevine, Edwin; and Martin, Edward. The People Make A Nation. 470 Atlantic Avenue, Boston, Massachusetts 02210: Allyn and Bacon, Inc. 1971.

Recounts American history in a two volume, inquiry technique approach. Abundant primary evidence is presented, giving the student ample opportunity to develop investigative skills.

Shaw, Arnold. The World of Soul. 75 Rockefeller Plaza, New York, New York 10020: Paperback Library. $1.25. 1971.

A sensitive study of the contributions of most of the great composers and performers of Negro jazz, from its beginnings through the evolution to that distinctive sound which came to be known as soul.

Smith, Elsdon C. American Surnames. Radnor, Pennsylvania 19089: Chilton, Chilton Way. $9.95. 1969.

Explores the 2000 most common family names in America, their origin, derivatives; estimates the number of people bearing each surname.

Smith, William Carlson. Americans in Process: A Study of Our Citizens of Oriental Ancestry. 330 Madison Avenue, New York, New York 10017: Arno Press, A New York Times Co. $15.00. 1970.

Stresses the adjustment problem for the second generation of Chinese and Japanese people in America using personal history to trace the effects of racial discrimination and the rejection of Oriental-Americans who earnestly sought majority acceptance.

A. Books (continued)

Stone, Chuck. Tell It Like It Is. 630 Fifth Avenue, New York, New York 10020: Pocketbooks. $.95. 1970.

Presents a collection of the author's columns covering issues of welfare, Negro-Jewish relations, Negroes in foreign service, and various personalities. Offers an important contribution to black-white understanding.

Strong, Edward K. Jr. The Second-Generation Japanese Problem. 330 Madison Avenue, New York, New York 10017: Arno Press, A New York Times Co. $12.00. 1970.

Describes the cultural conflict faced by children of immigrants, especially Japanese-American youth since their traditional heritage differed so greatly from the majority culture. The author reviews the history of Japanese immigration, the extent of anti-Japanese prejudice, and the educational and occupational opportunities for these children.

Styron, William. Confessions of Nat Turner. 201 East 50th Street, New York, New York 10022: Random House, Inc. $7.95. 1967.

Presents a fictional account of Turner's view of the rebellion. Includes black pride and hatred of whites who pretend to understand and help.

Tannenbaum, Frank. Slave and Citizen: The Negro in the Americas. 201 East 50th Street, New York, New York 10022: Random House, Inc. $1.45. 1963.

Shows the Negro-American in different New World cultures.

Trager, Helen G. We the Burmese: Voices From Burma. 111 Fourth Avenue, New York, New York 10003: Praeger. $6.95. 1969.

Brings Burma to life for young American readers; its harsh realities, its romantic side, sports, the beauty of its arts, etc.

Traverso, Edmund. Immigration: A Study in American Values. 125 Spring Street, Lexington, Massachusetts 02173: D. C. Heath and Co. $6.95. 1967.

Combines excerpts from many sources concerning immigration.

Tripp, Eleanor B. To America. 757 Third Avenue, New York, New York 10017: Harcourt, Brace, Jovanovich, Inc. $3.95. 1969.

Recounts a different approach to the history of immigration which deals with the push rather than the pull factors; i.e., the situations in Europe and Asia which led many to migrate to America.

A. Books (continued)

Turner, Lorenzo D. Africanisms in the Gullah Dialect. 330 Madison Avenue, New York, New York 10017: Arno Press, A New York Times Co. $12.50. 1969.

Analyzes the Gullah dialect, traces names, words, and grammar to West African sources.

U.S. Department of Commerce, Social and Economic Statistics Administration Bureau of the Census. We The Americans. Washington, D.C. 20402: Superintendent, U. S. Government Printing Office. $6.30. 1972.

A series of fifteen booklets on the following areas: 1) Who We Are; 2) We, the Black Americans; 3) Our Homes; 4) We, the American Women; 5) Our Incomes; 6) Nosotros; 7) Our Cities and Suburbs; 8) Our Education; 9) The Work We Do; 10) We, the American Elderly; 11) We, the Young Marrieds; 12) We, the First Americans; 13) We, the Asis-Americans; 14) We, the Youth of America; 15) We, the American Foreign Born. Gives statistics from the 1970 Census in an easy-to-read style with many simple colorful charts, graphs, and illustrations.

Van der Post, Laurens. African Cooking. Time and Life Building, Rockefeller Center, New York, New York 10020: Time-Life Books. $7.95. 1970.

Wittily combined accounts of African food and life with techniques and recipes for African dishes.

Vander, Zanden, James W. American Minority Relations. 79 Madison Avenue, New York, New York 10016: Ronald Press Co. $9.75. 1963.

Includes case studies on dominant-minority relations from the disciplines of sociology, anthropology, and psychology.

Vincent, Ted. Black Power and the Garvey Movement. 1 West 39th Street, New York, New York 10018: Simon and Schuster. $5.95. 1970.

A detailed account of black nationalist and black power ideologies in America from 1918 to 1941.

Walker, Margaret. Jubilee. 1 Beacon Street, Boston, Massachusetts 02108: Houghton-Mifflin Co. $6.95. 1966.

Tells the terrible story of a slave, the daughter of her master, and the more hopeful story of her struggles after "rebel time" was over.

Warner, Lloyd W., and Srole, Lee. The Social Systems of American Ethnic Groups. 29 A Yale Station, New Haven, Connecticut 06520: Yale University Press. 1945.

Relates the backgrounds of many of the ethnic minorities in America, their struggle to survive, and the handicaps they encountered in their fight for survival.

A. Books (continued)

Warren, Robert P. Who Speaks for the Negro. 201 East 50th Street, New York, New York 10022: Random House, Inc. $7.95. 1965.

Reports on the black revolution by a distinguished Southern born novelist.

Wentworth, Harold, and Flexner, Stuart B. Dictionary of American Slang. 666 Fifth Avenue, New York, New York 10019: Thomas Y. Crowell Co. $8.95. 1960.

Wheat, Margaret M. Survival Arts of the Primitive Painter. Reno, Nevada 89507: University of Nevada Press. $10.00. 1967.

Depicts early Indian attempts at basic survival.

White, Josh. The Josh White Song Book. 10 East 53rd Street, New York, New York 10022: Quadrangle Books. $2.95. 1963.

Contains songs of the famous folk singer and other black and white folk artists.

White, William Foote. Streetcorner Society: The Social Structure of an Italian Slum. 5801 Ellis Avenue, Chicago, Illinois 60637: University of Chicago Press. 1949.

Describes the social structure of an Italian slum.

Wideman, John Edgar. Hurry Home. 757 Third Avenue, New York, New York 10017: Harcourt, Brace, Jovanovich, Inc. $5.95. 1970.

Portrays the dilemma of an educated black lawyer who works as a janitor caught between two worlds, black and white, alien to both.

Woodson, Carter G. History of the Negro Church. 1407-14th Street, Washington, D.C. 20005: Rev. Associated Publishers, Inc. 1945.

Relates the social factors leading to segregated religion and the social organization of church systems.

Yoder, Joseph W. Rosanna of the Amish. Scottsdale, Pennsylvania 15683: Herald Press. $3.95. 1969.

Tells the story of an Irish-Catholic girl who was adopted by the Amish. All the episodes are based on fact and present an honest and sympathetic account of the religious, social, and economic customs and traditions to which these people have adhered for more than two hundred and fifty years.

A. Books (continued)

Yount, A.S. Black Champions of the Gridiron: O.J. Simpson and Leroy Keyes. 757 Third Avenue, New York, New York 10016: Harcourt, Brace, Jovanovich, Inc. $3.50. 1969.

Relates the careers of these two college athletes with interesting facts about their backgrounds and a detailed analysis of each of their 1968 games.

B. Films and Filmstrips

1. Films

Action Against the Law. Time: 30 min. Black and White, Teaching Films Custodians, 25 West 43rd Street, New York, New York 10036.

Dramatic film showing how interracial tensions, inflamed by one careless media reportage, turn "respectable" citizens into a lynch mob.

April Film, The. Time: 25 min. Black and White. San Francisco Newsreel. 450 Alabama Street, San Francisco, California 94110.

A compendium of twenty important New Left events in the New York area. The aftermath of Martin L. King's assassination and the long peace march of April, 1968.

All The Way Home. $5.75 Rental. Time: 30 min. BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.

Concerned with integration in housing, film shows what happens when a Negro family steps in front of a "For Sale" sign in one community.

Bill of Rights, The. De Facto Segregation. $295.00. 1970. 16mm film. Time: 25 min. Color. BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.

Black and White Together? $240.00. (Approx.) Rental: $13.00. Time: 60 min. Black and White. National Educational TV, Inc., Indiana University, Bloomington, Indiana 47401.

A report in Atlantic City, New Jersey, in which a bi-racial couple spend several weeks living together exploring questions of value.

B. Films and Filmstrips (continued)

Black and White: Uptight. $420.00. Rental: $13.00. Time: 35 min. Color. Producer: BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.

This film explores the subtle as well as the obvious, sometimes unconscious manifestations of prejudice against black people in our society and encourages a close examination of individual attitudes.

Black Cop, The. $100.00. Rental: $5.00. Time: 16 min. Black and White. National Educational TV, Inc. Indiana University, Bloomington, Indiana 47401.

A study of the "man in the middle" in many racial confrontations, the black policeman.

Chicano from the Southwest. $200.00. 1970. 16mm film. Enchclopedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Illinois 60611.

Civil Disorder: The Kerner Report. $300.00. Rental: $12.65. Time: 80 min. Black and White. Producer: National Educational TV, Inc., Indiana University, Bloomington, Indiana 47401. Order #CS-1913.

A documentary in three parts which analyzes the Kerner Report in terms of the symptoms and probable future effects of racism in this country. It documents examples of attempts to promote racial harmony.

Confronted. $250.00. Rental: $13.00. Time: 60 min. Black and White. 16mm film. Producer: National Educational TV, Inc., Indiana University, Bloomington, Indiana 47401. Order #NET 2552.

A view of how confrontation of several Northern communities with the issue of Negro integration in schools, jobs, and housing has evoked varied reactions in both Negroes and whites.

Equality Under Law - The Lost Generation of Prince Edward County. Time: 25 min. Color or Black and White. 1967. Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611.

The effect on the community of the closing of schools in Prince Edward County rather than integrate.

Eye of the Beholder, The. 1953. Time: 25 min. Producer: General Electric Company.

Eye of the Storm. $350.00. 1970. Time: 28 min. Color. Xerox Films. 245 Long Hill Road, Middleton, Connecticut

Geronimo, Jones. $240.00. 1972. Time: 21 min. Color. Producer: Learning Corp. of America, 711 Fifth Avenue New York, New York 10022.

B. Films and Filmstrips (continued)

Goodbye and Good Luck. $150.00. Rental: $7.25. Time: 30 min. Black and White. National Educational TV, Inc., Indiana University, Bloomington, Indiana 47401.

A documentary of an encounter between advocates of "black power" and a Negro Vietnam veteran.

I'm A Man. 1970. 16mm. film. Color. Distributor: Contemporary Films - McGraw-Hill. 1221 Avenue of the Americas, New York, New York 10036.

The Immigrant Experience. $390.00. 1973. Time: 31 min. 16mm film. Color. Producer: Linda Gottlieb. Distributor: Learning Corp. of America, 711 Fifth Avenue, New York, New York 10022.

Written and made for use in school. It has an emotional impact which lends itself to teaching immigration and the pluralism theme.

Mexican-Americans: Quest for Equality. $100.00. Time: 28 min. Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016.

Discussion of history of Mexican-Americans' struggle to attain equality.

Richard Hunt, Sculptor. $195.00. 1970. 16 mm film. Distributor: Encyclopedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Illinois 60611.

Todd: Growing Up In Appalachia. $230.00. 1970. Distributor: Learning Corp. of America. 711 Fifth Avenue, New York, New York 10022.

2. Filmstrips

American Dichotomy. Filmstrips (6), Records (6). $88.50. Time: 90 min. Producer: Westinghouse Learning Press, 100 Park Avenue, New York, New York 10017. Distributor: Kunz, Inc., 207-209 East Patapsaco Avenue, Baltimore, Maryland 21225.

The American Poor: A Self Portrait. Filmstrips (2), Records (2), or Cassettes (2). $37.50. f.s./records; $41.50 f.s./cassettes. 1971. Distributor: Guidance Associates, 23 Washington Avenue, Pleasantville, New York 10570.

Black American Civil Rights Leaders Series. Filmstrips (5), Cassettes (5). $95.00. 1972. Distributor: McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10036.

Black Spectrum. Filmstrips (6), Records (6). $91.50. 1970. Distributor: Kunz, Inc. 207-209 East Patapsaco Avenue, Baltimore, Maryland 21225.

B. Films and Filmstrips (continued)

The Changing Role of Woman. Filmstrips (2), Records (2), Cassettes (2). $35.00. f.s./records; $37.00 f.s./cassettes. 1972. Distributor: Scott Education Division, 104 Lower Westfield Road, Holyoke, Massachusetts 01040.

Feminism As a Radical Movement. Filmstrips (2), Records (2), or Cassettes (2). $14.95. f.s./records; $16.95. f.s./cassettes. 1972. Multi-Media Productions, 4901 East Fifth Street, Tucson, Arizona 85732.

Indians: Strangers in Their Own Land. Filmstrips (2), Records (2). $35.00. 1972. Time: 40 min. Color. Producer: Audio Visual Narrative Arts.

Japanese-American Relocation, 1942. Filmstrips (2), Records (2). Reading Booklets (24), and a game. $45.00. 1970. Distributor: Olcott Forward, Inc.

The K.K.K.: Our Antisocial Klub. Filmstrips (2), Records (2). $38.00. 1969. Producer: Life Educational Productions, Inc., Box 834, Radio City Station, New York, New York 10019.

The Migrant Workers. Filmstrips (2), Records (2), or Cassettes (2). $37.50. f.s./records; $41.50. f.s./cassettes. Distributor: Guidance Associates, 23 Washington Avenue, Pleasantville, New York 10570.

Portrait in Black and White. Filmstrip. $300.00. Rental: $25.00. Time: 54 min. Black and White.

An examination of black attitudes toward the white community and white attitudes toward the black - produced on the basis of a nationwide poll and a series of interviews by C.B.S.

Portrait of a Minority: Spanish Speaking Americans. Filmstrips (2), Records (2), or Cassettes (2). $35.00 f.s./records; $37.00 f.s./cassettes. 1972. Distributor: Scott Education Division, 104 Lower Westfield Road, Holyoke, Massachusetts 01040.

Prejudice. Filmstrips (2), Records (2). $37.50. 1972. Producer: Guidance Associates, 23 Washington Avenue, Pleasantville, New York 10570.

Relocation of Japanese-Americans: Right or Wrong? Filmstrips (2), Records (2). $29.00. 1972. Zenger Productions, Inc.

They Came to America. Filmstrips (4), Records (4), or Cassettes (4). $70.00. f.s./records; $78.00. f.s./cassettes. 1972. Time: 80 min. Color. Audio-Visual Narrative Arts, Box 398, Pleasantville, New York 10570.

Women: The Forgotten Majority. Filmstrip (2), Records (2). $35.00. 1971. Distributor: Denoyer Geppart Audio Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640.

C. Records and Tapes

1. Records

No recommendations made by the Intergroup Education Revision Committee of 1974.

2. Tapes

History of American Immigration. Cassettes (20). $89.50. 1973. Time: 800 min. Producer: Westinghouse Learning Press, 100 Park Avenue, New York, New York 10017. Distributor: Kunz, Inc., 207-209 East Patapsco Avenue, Baltimore, Maryland 21225.

D. Pictures and Prints

No recommendations made by the Intergroup Education Revision Committee of 1974.

E. Kits

Conflict in American Values: Life Styles vs. Standard of Living. Slides. $99.00. 1971. Time: 36 min. Color. Distributor: The Center for Humanities, Inc.

The Distorted Image. Slides and record or cassette. $35.00. Producer: Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016.

Ethnic Studies: The Peoples of America. Educational Design, Inc., 47 West 13th Street, New York, New York 10011. 1973. $185.00. Time: 291 min.

Filmstrips (4), Tapes (16), and Spirit Masters (36).

Introduction to the Behavioral Sciences Audio-Visual Kit. $99.00. 1969. Holt, Rinehart, Winston, Inc., 383 Madison Avenue, New York, New York 10017.

Japanese American Relocation, 1942. Olcott Forward, Inc. Hartsdale, New York. 1970.

Filmstrips (2), 33-1/3 Record, and Relocation Readings, along with 28 spirit masters, 120 information cards for learning games, and four headline picture cards for classroom observations. Presents the relocation of the Japanese in a detailed way with a great variety of activities and source materials.

SELECTED BIBLIOGRAPHY

LEVEL IV -- Theme III

A. Books

Allport, Gordon. The Nature of Prejudice. Garden City, New York 11530: Doubleday-Anchor Books. $2.95. 1958.

Presents a reputable and often quoted study of the dilemma of prejudice and discrimination in America.

Aptheker, Herbert, ed. A Documentary History of the Negro People in the United States. Three volumes. 120 Enterprise Avenue, Secaucus, New Jersey 07094: The Citadel Press. $17.50. 1969.

Offers many hard-to-find source materials dealing with the black man in American history. Very useful.

Aronson, Elliot. The Social Animal. 625 Madison Avenue, New York, New York 10022: The Viking Press. $3.75. 1972.

Presents social science data in an interesting and lively style.

Barkin, Michael, ed. Law and the Social System. 529 South Wabash Avenue, Chicago, Illinois 60605: Aldine-Atherton, Inc. $9.95. 1972.

Gives case history of laws with court cases that deal with personal liberties.

Barzun, Jacques. Race: A Study in Superstition. 10 East 53rd Street, New York, New York 10022: Harper and Row Publishers, Inc. $2.45. 1969.

Considers the influences of social changes in Western civilization through a biography of racism.

Becker, Gary. The Economics of Discrimination. 5801 Ellis Avenue, Chicago, Illinois 60637: University of Chicago Press. $5.00. 1957.

Gives economic analysis of racial discrimination; differentials in achievement, costs, policies.

Bennett, Lerone, Jr. Pioneers in Protest. 7110 Ambassador Road, Baltimore, Maryland 21207: Penguin Books $1.25. 1969.

Relates 17 biographies of men and women who have contributed to the civil rights protest.

A. Books (continued)

Borg, Kirstin, ed. U.S.A. Social Change. Box 1667, Evanston, Illinois 60204: McDougal Littell and Co. 1974.

Examines social change throughout the history of the United States in general, then goes through the various movements; e.g., Abolition, Unions, New Deal.

Brown, Ina Corrine. Understanding Race Relations. Englewood Cliffs, New Jersey 07632: Prentice-Hall, Inc. $7.95. 1973.

Recommends an active and forceful approach to race relations in America.

Brown, Turner. Black Is. 53 East 11th Street, New York, New York 10003: Grove Press. $1.25. 1969.

Gives a clever description of the meaning of blackness.

Carawan, Guy and Candie, comps. We Shall Overcome. 33 West 60th Street, New York, New York 10023: Oak Publications, Inc. $1.95. 1963.

Offers a comprehensive work on the music of the Civil rights movement of the early 1960's.

Caudill, Harry. Night Comes to the Cumberland: A Biography of a Depressed Area. 34 Beacon Street, Boston, Massachusetts 02106: Little, Brown and Co. $2.45. 1963.

Describes with horror what has happened to the Cumberland Plateau in eastern Kentucky. A book of facts, figures, legends, and tales about Appalachia, by a man who loves the region and the people. The classic work on Appalachia.

Chandler, David. Huelga. 1 West 39th Street, New York, New York 10018: Simon & Schuster. $6.95. 1970.

Focuses on the rising tide of Mexican-American militancy crystallized in the long and bitter strike against the grape growers of California and their allies in politics, the big labor unions, and banks.

Clark, Kenneth B. Prejudice and Your Child. 25 Beacon Street, Boston, Massachusetts 02108: Beacon Press. $1.95. 1963.

Tells the account of the psychological impact of prejudice upon children. A good volume for parent-teacher discussions.

Coles, Robert. Children of Crisis. 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, New York 10017: Dell Books, Inc. $2.65. 1973.

Tells the story of black school children who entered white schools in the early, turbulent days of desegregation, by an intelligent, sympathetic psychiatrist.

A. Books (continued)

Conot, Robert. Rivers of Blood, Years of Darkness. 105 Madison Avenue, New York, New York 10016: William Morrow and Co. $7.50. 1968.

Gives an account of the Watts riot that is much more than a mere account.

Cuban, Larry. To Make A Difference: Teaching in the Inner City. 866 Third Avenue, New York, New York 10022: The Free Press. $4.95. 1970.

Consists of how physical appearance can have a part in prejudice.

Cushman, Robert F. Leading Constitutional Decisions. 440 Park Avenue, South, New York, New York 10016: Appleton-Century Crofts. $5.50. 1971.

Summarizes most of the Supreme Court cases that are well known.

David, Jay and Crane, Elaine, Editors. Living Black in White America. 105 Madison Avenue, New York, New York 10016: William Morrow and Co. $2.95. 1971.

Brings together a collection of 22 autobiographical selections which express black frustration and alienation and the predictable consequence; militancy.

Davidson, Jessica. What I Tell You Three Times is True. 330 Park Avenue, New York, New York 10017: McCall Publishing Co. $4.50. 1970.

Offers an introduction to the use and misuse of semantics. Shows how words can be used to prejudice and distort, and how lack of understanding can prevent communication.

Dunn, L.C., and Dobzhansky, Theodosius. Heredity, Race, and Society. 130 Avenue of the Americas, New York, New York 10019: New American Library. $.75. 1952.

Describes a scientific explanation of human differences. An analysis of the facts of heredity and presents cases of "nature" and "nurture" in scientific terms. Examples of events to illustrate the fallacies of various racial theories.

Dunne, John G. Delano: The Story of The California Grape Strike. 19 Union Square, New York, New York 10003: Farar, Straus and Giroux, Inc. $2.25.

Tells the story of Chavez and his organization and leadership of the Mexican migrant grape pickers.

A. Books (continued)

Feldstein, Stanley. The Poisoned Tongue: A Documentary History of American Racism and Prejudice. 105 Madison Avenue, New York, New York 10016: William Morrow and Co. $5.95. 1972.

Gives the history of racism (its sources, etc.) and its effect on the individual in ethnic groups.

Frankfurter, Felix. Case of Sacco and Vanzetti. 6 Lexington Avenue, Gloucester, Massachusetts 01930: Peter Smith Publisher, Inc. $4.00. 1972.

Analyzes the circumstances and transcript of the famous case by a famous American jurist in an interesting manner.

Frazier, Thomas, ed. The Underside of American History. 757 Third Avenue, New York, New York 10017: Harcourt, Brace, Jovanovich, Inc. $9.00. 1973.

Provides an untraditional look at American history by selected readings which focus on the victim rather than the victors.

Fuch, Lawrence H. American Ethnic Politics. 160 Tices Lane, New Brunswick, New Jersey 08816: Harper and Row Publishers, Inc. $2.95. 1968.

Presents a collection of essays which show the influence of various ethnic groups on American politics.

Gardner, William; Berry; and Olson, James. Selected Case Studies in American History. Two Volumes. Rockleigh, New Jersey 07647: Allyn and Bacon, Inc. $6.50. 1969.

Sets forth many case studies in American history when there were strong reactions for or against certain action.

Graham, Lorenz. South Town. 1301 Avenue of the Americas, New York, New York 10019: New American Library. $.60. 1966.

Relates an account of race tensions and their evolution.

Greene, Graham. The Quiet American. 625 Madison Avenue, New York, New York 10022: The Viking Press. $1.75. 1957.

Recounts the story of negative intergroup relations in the Southwest.

Greenleaf, Barbara Kaye. America Fever. 50 West 44th Street, New York, New York 10036: Four Winds Press. $5.95. 1970.

Depicts history of U.S. immigration from Colonial days to the present, including all major racial and ethnic groups and the prejudice and discrimination which each encountered from the preceding group.

A. Books (continued)

Gregory, Susan. *Hey White Girl.* 500 Fifth Avenue, New York, New York 10036: W. W. Norton and Co. $4.95. 1970.

Recounts the year the author spent in Chicago and her experiences in attending an all black ghetto school. Shows insight into the problems of ghetto residents which emphasize the need for white adults to understand the black power movement.

Grier, George and Eunice. *Equality and Beyond: Housing Segregation and the Goals of the Great Society.* 10 East 33rd Street, New York, New York 10022: The New York Times Co./Quadrangle. $1.45. 1966.

Presents housing segregation; extent, costs, governmental policy, citizen action. Most readable summary of trends available.

Guetzkow, Harold. *Groups, Leadership and Men.* Garden City, New York 11530: Doubleday and Co. $12.50. 1971.

Relates the contributions of varying ethnic groups.

Hansberry, Lorraine. *The Movement: Documentary of a Struggle for Equality.* 630 Fifth Avenue, New York, New York 10020: Simon and Schuster. $2.95. 1964.

Offers a visual documentary record of the Negro's plight as he moves forward in his struggle for human rights.

Hansberry, Lorraine. *A Raisin in the Sun.* 130 Avenue of the Americas, New York, New York 10019: New American Library. $.75. 1961.

Gives the text of a Broadway play centering on a young Negro father facing prejudice and discrimination.

Haas, Ben. *Look Away, Look Away.* 11 West 39th Street, New York, New York 10018: Simon and Schuster. $5.95. 1964.

Describes anti-freedom forces in the South, and the more militant Negro resistance.

Harris, Janet, and Hobson, Julius W. *Black Pride.* Princeton Road, Hightstown, New Jersey 08520: McGraw-Hill (Webster) Co. $4.95. 1969.

Analyzes various slave revolts with a focus on their leadership, showing their relationships to the current black power movement.

A. Books (continued)

Hawgood, John Arkas. The Tradegy of German America: The Germans in the United States of American During the Nineteenth Centry - and After. 330 Madison Avenue, New York, New York 10022: Arno Press. $13.50. 1970.

Presents a story, orginally published in 1940 through a Rockefeller grant and shows how majority rejection has been responsible for establishing many ethnic sub-cultures.

Heller, Celia S. Mexican-American Youth: Forgotten Youth at the Crossroads. 160 Tices Lane, New Brunswick, New Jersey 08816: Harper and Row Publishers, Inc. $1.95 (paperback). 1970.

Contains a study of Mexican-American youth; includes special characteristics of these youth such as family size and its effects on the socialization in the home, school experiences, language problems.

Henderson, George. To Live in Freedom: Human Relations Today and Tomorrow. 1005 Asp Avenue, Norman, Oklahoma 73069: University of Oklahoma Press. $3.75. 1972.

Studies made of the relations among groups and ways to improve social contacts in these groups.

Hentoff, Nat. Jazz Country. 160 Tices Lane, New Brunswick, New Jersey 08816: Harper and Row Publishers, Inc. $3.95. 1965.

Shows jazz as a two way street of race relations. Portrays a white high school boy trying to enter the world of jazz, whereby he learns to understand the problems of black musicians as they learn to understand his problems.

Herndon, James. The Way It Spozed to Be. 630 Fifth Avenue, New York, New York 10020: Simon and Schuster. $.95. $1965.

Describes the author's joys and frustrations in a California urban ghetto school.

Herskovits, Melville J. The Myth of the Negro Past. 25 Beacon Street, Boston, Massachusetts 02108: Beacon Press (paper). $2.95.

Relates an anthropological study of the African roots of American blacks and how that African culture has been preserved in America.

Hildebrand, Ernest, ed. Viewpoints: Red and Yellow, Black and Brown. 25 Gorveland Terrace, Minneapolis, Minnesota 55403: Winston Press, Inc. 1973.

Provides a series of articles from periodicals which deal with ethnic relations and viewpoints.

A. Books (continued)

Holland, Ruth. German Immigrants in America. 51 Madison Avenue, New York, New York 10010: Grosset and Dunlop, Inc. 1969.

Tells of the various waves of German immigrants, the location of their communities, their customs and contributions to American life.

Howard, John R. Awakening Minorities: American-Indians, Mexican Americans, Puerto Ricans. 529 South Walbash Avenue, Chicago, Illinois 60605: Aldine Publishing Co. $2.45.

Brings together a contemporary collection of essays, analyzing the paradoxical position of partial minority groups in today's American society.

Hughes, Helen MacGill, ed. Racial and Ethnic Relations. Rockleigh, New Jersey 07647: Allyn and Bacon, Inc. 1970.

Contains readings which help develop an understanding of racial and ethnic relations in the United States.

Hughes, Langston. Black Misery. 60 East 55th Street, New York, New York 10022: Paul S. Erikson. $2.50. 1969.

Gives a description of the psychological implications of blackness.

Institute for Contemporary Curriculum Development. Race: Is Integration the Answer to America's Racial Problem. 488 Madison Avenue, New York, New York 10022: Cambridge Book Co., Inc. 1972.

Examines all aspects of race as a social problem.

Jackson, Shirley. The Lottery. 959 Eighth Avenue, New York, New York 10019: Avon Books. $.95. 1971.

Dramatizes the idea of using a scapegoat to meet community norms.

Katz, William L. Five Slave Narratives: A Compendium. 330 Madison Avenue, New York, New York 10017: Arno Press and New York Times. $3.75. 1969.

Gives explicit, detailed evidence of the inhumane treatment of slaves during the voyage to the United States and their life on the Southern Plantations. Explores the development of stereotypes.

A. Books (continued)

Killens, John O. And Then We Heard the Thunder. 75 Rockefeller Plaza, New York, New York 10019: Paperback Library. $1.25. 1968.

Details of American Negro soldier's growing awareness of segregation.

Kohl, Herbert. 36 Children. 1301 Avenue of the Americas, New York, New York 10019: New American Library. $.95 (paperback).

Relates the author's year as a teacher in a Harlem elementary school.

Konvitz, Milton R., and Leskes, Theodore. A Century of Civil Rights. 562 West 113th Street, New York, New York 10025: Columbia University Press. $2.25. 1967.

Offers a study of federal and state laws that were passed against discrimination.

Kozol, Johnathan. Death at an Early Age. 34 Beacon Street, Boston, Massachusetts 02106: Little, Brown, and Co. $5.95. 1959.

Describes the year of an elementary school teacher in a Boston ghetto school.

Latham, Frank B. The Rise and Fall of "Jim Crow": The Long Struggle Against the Supreme Court's Separate, But Equal, Ruling. 845 Third Avenue, New York, New York 10022: Franklin Watts, Inc. $3.95. 1969.

Examines the laws used in many states to deny black men equal opportunity with whites, and the Supreme Court ruling that allowed such laws to exist.

Lee, Harper. To Kill a Mockingbird. East Washington Square, Philadelphia, Pennsylvania 19105: J. B. Lippincott Co. $4.50. 1960.

Tells the story of a little girl's father, a lawyer, who undertakes to defend a black man

Lerner, Gerda. The Woman in American History. Reading, Massachusetts 01867: Addison-Wesley Publishing Co. $3.95. 1971.

Summarizes the role of women in our history from the colonial period to the 20th century.

Locke, Alain, ed. The New Negro. 122 East 42nd Street, New York, New York 10017: Atheneum Publishing Co. $4.25. 1959.

Presents the crucial ideas of a generation in revolt. It's major thrust is clearly integrationist rather than separatist.

A. Books (continued)

Loye, David. The Healing of a Nation. 500 Fifth Avenue, New York, New York 10036: W.W. Norton and Co., Inc. $8.95. 1971.

Evaluates the history of America from a sociological and psychological viewpoint. Examines the theories of Pavlov, Freud, Marx, and Myrdal in a penetrating analysis of racism in America and offers a possible solution to the racial problem based upon these theories.

McCullers, Carson. Clock Without Hands. Pennington-Hopewell Road, Hopewell, New Jersey 08525: Houghton Mifflin Co. $1.25.

Shows racial bias and its effects on a blue-eyed black boy.

Marshall, Catherine. Julie's Heritage. 750 Third Avenue, New York, New York 10017: David McKay Co., Inc. $3.50. 1957.

Relates how a girl finds out the difficulties of being judged as a person first, though people see her first as a Negro.

Merrick, Toni. The American Woman: Her Image and Her Roles. 55 High Street, Middetown, Connecticut 06457: American Education Publication. $1.75. 1972.

Analyzes the history of women's position in American Society as well as in other societies. Looks at the present day movement against sexism.

Mezey, Robert. Poems from the Hebrew. 666 Fifth Avenue, New York, New York 10003: Thomas Y. Crowell Co. $4.50. 1973.

Contains poems which highlight the Jewish experience from Biblical times to the present.

Montagu, Ashley. The Concept of Race. Front and Brown Streets, Riverside, New Jersey 08075: Macmillan Co. $2.45. 1964.

Gives a critical examination of biological concepts of race and their influence.

Montagu, Ashley. Race: Science and Humanity. 450 West 33rd Street, New York, New York 10001: Van Nostrand and Co. $2.75. 1963.

Provides a primer on racism and the biological and social significance of race.

A. Books (continued)

Moynihan, D.P., ed. On Understanding Poverty. 10 East 53rd Street, New York, New York 10022: Basic Books, Inc. $4.95. 1969.

Serves as an updated collection of articles on the nature, effects, and ideology of poverty.

Myrdal, Gunnar. An American Dilemma: The Negro Problem and Modern Democracy. 160 Tices Lane, New Brunswick, New Jersey 08816: Harper and Row Publishers, Inc. $3.95 each. 1962.

Gives the Carnegie-supported study which has long been the major source book on Negro-white relations in the United States in accessible form.

Nava, Julian. Mexican Americans: An Anthology of Basic Readings. 450 West 33rd Street, New York, New York 10001: Van Nostrand and Co. $4.95. 1971.

Surveys the history of the Mexican-Americans with an examination of the distortions and stereotypes still surrounding them. Includes a bibliography and a list of contemporary Mexican-Americans who have contributed significantly to American society.

Newman, Edwin S. Civil Liberty and Civil Rights. Dobbs Ferry, New York 10522: Oceanea Publications, Inc. $3.25. 1970.

Brings to focus the changing role of the federal government in establishing laws that deal with civil liberties and civil rights. Includes freedom of expression and religion.

Pantell, Dora, and Greenridge, Edwin. If Not Now, When?: The Many Meanings of Black Power. 245 East 4th Street, New York, New York 10016: Dell Publishing Company. $.60. 1969.

A book that talks of black power seen in the perspective of an historic march, in this case, long delayed, of a people demanding their just and proper share; attempts to continue a dialogue which demands that all of us face a changing world and a restructuring of personal values and beliefs.

Reitman, Alan, ed. The Price of Liberty. 500 Fifth Avenue, New York, New York 10036: W.W. Norton and Co., Inc. $6.95. 1968.

Deals with some of the major concerns of civil liberties today. Civil rights, right to privacy, speech, and religion are covered separately.

Robinson, Jackie. Breakthrough to the Big League. 160 Tices Lane, New Brunswick, New Jersey 08816: Harper and Row Publishers, Inc. $3.24. 1965.

Relates the story of Jackie Robinson and his baseball successes.

A. Books (continued)

Rose, Peter I. They and We: Racial and Ethnic Relations in the United States. 201 East 20th Street, New York, New York 10022: Random House, Inc. $2.75. 1964.

Contains a primer on race and ethnicity in American life; prejudice, discrimination, and personal reaction.

Rose, Peter I. The Subject is Race. 200 Madison Avenue, New York, New York 10016: Oxford University Press, Inc. $1.95. 1968.

Attacks the many prejudices that make up the vicious circle of racial discrimination.

Sampson, Edward E. Social Psychology and Comtemporary Society. 605 Third Avenue, New York, New York 10016: John Wiley and Sons, Inc. $12.95. 1971.

Presents scholarly information about attitude and behavior changes among groups.

Scott, Ann Firor. Women in American Life. Pennington-Hopewell Road, Hopewell, New Jersey 08525: Houghton Mifflin Co. $2.60. 1970.

Examines the American way of life in view of the experiences of the women from colonial days to the current liberation movement.

Selznick, Gertrude, and Steinburg, Stephen. The Tenacity of Prejudice: Anti-Semitish in Contemporary America. 160 Rices Lane, New Brunswick, New Jersey 08816: Harper and Row Publishers, Inc. $8.95. 1969.

Points out an intensive nationwide analysis of anti-semitism based on hour-long interviews with a representative sample of almost 2000 individuals. Studies the degree and sources of anti-semitism in the 1960's and the extent of the American commitment to a democratic pluralistic society.

Servin, Manuel. The Mexican-Americans: An Awakening Minority. Beverly Hills, California: Glencoe Press. $3.95. 1970.

Shows the Mexican-American is aware of his place in American society today.

Selberg, Gunard. Sheila. Pennington-Hopewell Road, Hopewell, New Jersey 08525: Houghton Mifflin Co. $4.95. 1969.

Tells about a confused and troubled young student struggling to free himself of his white past, which frustrates his longing to love beautiful, black Sheila in this novel of today's disaffected and vulnerable youth.

A. Books (continued)

Social Science Staff of the Educational Research Council of America. Prejudice and Discrimination. Rockleigh, New Jersey 07627: Allyn and Bacon, Inc. 1973.

Deals with in-groups and out-groups before looking at prejudice and discrimination along with problems of several minority groups.

Sociological Resources for the Social Studies. Images of People. 470 Atlantic Avenue, Boston, Massachusetts 02210: Allyn and Bacon, Inc. 1969.

Examines the way images or ideas affect our attitudes towards others.

Staupers, Mabel K. No Time for Prejudice. Front and Brown Streets, Riverside, New Jersey 08075: Macmillan and Co. $4.95. 1961.

Narrates a history of the segregated association of nurses and its part in the effective integration of the American nursing profession.

Steiner, Stan. La Raza: The Mexican-Americans. 160 Tices Lane, New Brunswick, New Jersey 08816: Harper and Row Publishers, Inc. $1.95. 1970.

Presents a collection of reports, narratives, and impressions covering the major incidents and individuals in the Mexican-American movement for recognition and power; also contains a collection of Chicano poetry.

Steinfield, Melvin. Cracks in the Melting Pot. Riverside, New Jersey 08075: Glencoe Press. 1970.

Attacks the "melting pot" concept by documenting examples of racist and discriminatory policies and practices in American history.

Stone, Julius. Law and the Social Sciences in the Second Half Century. 2037 University Avenue, S.E., Minneapolis, Minnesota 55455: University of Minnesota Press. $4.50. 1966.

Gives case studies through laws that have been passed since 1950. Civil rights laws are studied in-depth.

Stroud, Drew McCord, ed. Viewpoints: The Majority Minority. 25 Groveland Terrace, Minneapolis, Minnesota 55403: Winston Press, Inc. $5.95. 1973.

Provides a series of articles from periodicals which deal with the majority minority, white ethnics.

A. Books (continued)

Summers, James L. *You Can't Make It By Bus.* Witherspoon Building, Philadelphia, Pennsylvania 19107: Westminster Press. $3.95. 1969.

Portrays the story of a Chicano youth who almost has it made. He is a track star, an excellent student, and in love. But Paul soon learns that he has a responsibility to his people and that no Chicano has the right to be just a high school kid with games and girls on his mind.

United States Commission on Civil Rights. *Racism in America and How to Combat It.* Clearinghouse Publication. 1970.

Examines, in an excellent pamphlet, institutional racism in America.

Vose, Clement C. *Caucasians Only: The Supreme Court, The NAACP, and The Restrictive Covenant Cases.* 2223 Fulton Street, Berkeley, California 94720: University of California Press. $7.50. 1959.

Outlines landmark cases and other legal attempts to integrate housing.

Williams, Jamye Coleman, and Williams, McDonald, Editors. *The Negro Speaks.* 750 Third Avenue, New York, New York 10017: Noble and Noble Publishers, Inc. $3.20. 1970.

Narrates the rhetoric of contemporary black leaders.

Williams, John A. *This Is My Country, Too.* 1301 Avenue of the Americas, New York, New York 10019: New American Library. $.75. 1965.

Documents discrimination faced by Negroes who travel by automobile. Eye-opener for white students.

Woodward, C. Vann. *The Strange Career of Jim Crow.* 200 Madison Avenue, New York, New York 10016: Oxford University Press. $1.95. 1974.

Aids in the understanding of the black-white past in relation to present day problems.

Yette, Samuel F. *The Choice.* 200 Madison Avenue, New York, New York 10016: G. P. Putnam's Sons. $1.25. 1971.

A well-documented study by a black author that discusses the plight of black Americans in a society that has no need for unskilled people.

Young, Whitney M. *Beyond Racism.* Princeton Road, Hightstown, New Jersey 08520: McGraw-Hill Book Co. $6.95. 1969.

Presents a statement of racism in America and offers a plan for the total integration of black Americans into the mainstream of American life.

A. Books (continued)

Young, Whitney M. *To Be Equal*. Princeton Road, Hightstown, New Jersey 08520: McGraw-Hill Book Co. $1.95. 1966.

Recounts black struggles through civil rights organizations.

Yuan, D. Y. *Chinese-American Population: A Study of Voluntary Segregation*. 3 Revere Street, Cambridge, Massachusetts 02138: Schenkman Publishing Co., Inc. $5.95. 1972.

Reveals the problems and solutions of an unassimilated minority.

B. Films and Filmstrips

No recommendations made by the Intergroup Education Revision Committee of 1974.

C. Records and Tapes

No recommendations made by the Intergroup Education Revision Committee of 1974.

D. Pictures and Prints

No recommendations made by the Intergroup Education Revision Committee of 1974.

E. Kits

No recommendations made by the Intergroup Education Revision Committee of 1974.

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LEVEL IV -- Theme IV

A. Books

Commager, Henry Steele. Documents of American History. New York, New York: Appleton Century Croft. $17.00. 1968.

Provides in two volumes most of the outstanding documents in the building of America.

El Desatipa La Realidad - A Challenge to Reality. Advisory Committee from the Education of the Spanish-Speaking and Mexican Americans. May 1, 1973. HEW Report.

Relates difficulties encountered in language by bilingual Spanish speakers.

Froman, Robert. Street Poems. New York, New York: McCall Publishing Co. $4.50. 1971.

Reveals the multiplicity of people and viewpoints in urban America.

Holt, John. How Children Fail. New York, New York: Pitman Publishers. $4.50. 1971.

Describes the failure of our school systems to meet the needs of our children in a changing world.

Jaramillo, Mari-Luci. Cultural Differences Revealed Through Language. Box 40, Columbia University, New York, New York 10027: Teacher's College. NCRIEEO Tipsheet #8.

Joseph, Stephen M., ed. The Me Nobody Knows: Children's Voices from the Ghetto. New York, New York: Avon Books. $.95. 1969.

An anthology of poetry and prose written by ghetto children ages 7-18.

Materials an Marcha Parsel Esfuerzo Bilingue - Bicultural. ESEA Title VII. 2950 National Avenue, San Diego, California 92113: San Diego City Schools.

Materials Acquisition Project Parallel Curricula in Spanish and Portuguese.

Nesbitt, Paul, et al. Survival Book. New York, New York: Funk & Wagnall. $1.95. 1969.

Depicts survival tactics.

Oliver, Donald W., and Newman, Fred M. Race and Education. Middletown, Connecticut: American Education Publications. $8.95. 1971.

Presents historical events and case studies in dealing with the issue of race in American education.

Paradis, Adrian A. Job Opportunities for Young Negroes. New York, New York: David McKay. $4.95. 1969.

Provides a book on guiding young blacks toward useful and interesting career opportunities.

A. Books (continued)

Pearl, Arthur, and Riessman, F. New Careers for the Poor. New York, New York: The Free Press. $6.95. 1966.

Presents a theory of training the poor as para-professionals in the human services field.

Pearson, Craig. The Penal System. Middletown, Connecticut: American Education Publications. $8.95. 1972.

Uses a case study approach to analyze the pros and cons of penal reform.

Pollock, George F. Dissent and Protest. Middletown, Conncticut: American Education Publications. 1970.

Describes some historical events and contemporary issues which reveal the legitimacy and limitations of methods used to bring about change in a democratic society.

The Public School Laws of Maryland Including Code of Bylaws of the Maryland State Board of Education. Issued by Maryland State Department of Education, Maryland School Bulletin XXVI, July, 1970, No. 1. Reprinted from Annotated Code of Maryland 1957, 1969, Cumulative Supplement; March, 1971. The Machie Company, Law Publishers, Charlottsville, Virginia. 1969, 1971.

Ratcliffe, Robert, ed. Vital Issues of the Constitution. Boston, Massachusetts: Houghton Mifflin Co. 1971.

Gives outstanding Supreme Court cases with their background and the court decisions.

Raths, Louis, et al. Values and Teaching: Working with Values in the Classroom. New York, New York: Charles E. Merrill. $8.95. 1966.

Gives the rationale and practical classroom suggestions for value clarification.

Schrank, Jeffrey. Teaching Human Beings: 101 Subversive Activities. Boston, Massachusetts: Beacon Press. $3.45. 1972.

Presents experiments, experiences, and activities to help prevent schools from handicapping kids.

Simon, Sidney B.; Howe, Leland W.; and Kirschenbaum, Howard. Values Clarification. New York, New York: Hart Publishing Co., Inc. $3.95. 1972.

Gives 79 strategies for classroom activities dealing with value clarification.

Smith, William J. Poems from Italy. New York, New York: Thomas Y. Crowell Co. $4.95. 1972.

Provides an insight into the Italian experience from Dante to the present.

A. Books (continued)

Sociological Resources for the Social Studies. *Leadership in American Society: A Case Study of Black Leadership.* Boston, Massachusetts: Allyn and Bacon, Inc. 1969.

Gives a series of case studies on black people and black organizations and how they exert leadership.

Sociological Resources for the Social Studies. *Roles of Modern Women.* Boston, Massachusetts: Allyn and Bacon, Inc. 1972.

Takes a sociological approach in examining the female role in our society.

Starr, Isidore; Todd, Lewis Paul; and Curtis, Merle. *Living American Documents.* New York, New York: Harcourt, Brace, Jovanovich, Inc. $4.95. 1971.

Gives the major documents in American history with a brief introductory background.

Sullivan, Neil V., and Steward, Evelyn S. *Now is the Time: Integration in the Berkeley Schools.* Bloomington, Indiana: Indiana University Press. $5.95. 1970.

Gives case studies of the problems of integrating schools in Berkeley.

U.S. Commission on Civil Rights. *Mexican-American Education Study.*

Deals specifically with the Mexican-American's educational malaise.

Wallace, Irving. *The Man.* New York, New York: Fawcett. $1.50. 1965.

Gives a fictional account of a black president of the United States.

B. Films and Filmstrips

No recommendations made by the Intergroup Education Revision Committee of 1974.

C. Records and Tapes

No recommendations made by the Intergroup Education Revision Committee of 1974.

D. Pictures and Prints

No recommendations made by the Intergroup Education Revision Committee of 1974.

E. Kits

No recommendations made by the Intergroup Education Revision Committee of 1974.

SECTION VIII

SELECTED BIBLIOGRAPHY

FOR

TEACHER REFERENCE

Acuna, Rudolpho. Occupied America: The Chicano's Struggle Toward Liberation. 850 Montgomery Street, San Francisco, California 94133: Canfield Press. $4.50. 1972. Paperback.

Presents a controversial view of Chicano history and the growth of the Chicano movement.

Adler, Mortimer J., and Van Doren, Charles. General Editors. Makers of America. 425 North Michigan Avenue, Chicago, Illinois 60611: Encyclopedia Britannica Educational Corp. $3.95. 1971.

Contains ten volumes reflecting and illustrating the ethnic diversity of the United States, ranging over more than four centuries of American history. Provides a series of selections prefaced by historical head notes.

Alexander, Arthur. The Magic of Words. Englewood Cliffs, New Jersey 07632: Prentice-Hall, Inc. $4.95. 1962.

Explains different ways of communicating with words. It also provides information from picture-writing to the origins of symbols, from secret language to animal signs and sounds.

American Indian Historical Society. Textbooks and the American Indian. San Francisco, California: Indian Historical Press, Inc. $4.25. 1970.

Evaluates more than 300 books currently in use in our schools. The books are organized according to American History and Geography, State and Regional History, Government and Citizenship, American Indians, and World History and Geography.

Teachers may find texts from their schools critiqued in this book. The chapter called "The Background" presents concise information helpful toward improving the image of this minority group. An annotated bibliography appears just before the index.

Arnspiger, Clyde, et al. Human Values Series V. Box 2028, Austin, Texas: Steck-Vaughn, Inc. $3.96 each. 1968. One text each for grades 1-6. Special teaching pictures.

Provides students in K-6 with "thinking tools" with which to consider and evaluate various human actions that are portrayed in the stories of the series.

Atwood, Ann. Haiku: The Mood of the Earth. 597 Fifth Avenue, New York, New York 10017: Charles Scribner's and Sons. $5.95. 1971.

Discuss the relationship between haiku and nature. Gives examples of haiku accompanied by appropriate color photographs.

Banks, James A., ed. Teaching Ethnic Studies: Concepts and Strategies. 1201 16th Street, N.W., Washington, D.C. 20036: National Council for the Social Studies. $6.00. 1973.

Penned by a distinguished group of scholars, this is a hard hitting book written by a group of fighters who have an unrelenting committment to social justice. The authors present new conceptual frameworks for studying about ethnic groups, for analyzing American society, and for describing promising strategies and materials. Five of the chapters focus on the problems of specific American ethnic minority groups; the final ones deal with the problems of two groups which have also been victimized by stereotypes and cultural assaults, white ethnics and women.

Blaustein, Albert I., and Zangrando, Robert L. Civil Rights and the American Negro. New York, New York: Washington Square Press. $1.45. 1969. Paperback.

Describes the changing status of the Negro in America from earliest colonial days to the present. It exposes the problem of white hostility toward the Negro and the hypocrisy on the part of the whites which led the Negro to anger and frustration. The book includes original historical documents, governmental documents, cases, statutes, treaties, and executive orders exactly as printed.

Bone, Robert A. The Negro Novel in America. Revised edition. New Haven, Conneticut: Yale University Press. $2.25. 1965. Paperback.

Gives the chronological development of the novel against a background of historical facts and the phenomenon of cultural dualism. Assimilationism and Negro Nationalism play their parts in this development of the novel from 1890-1952. This document is an indispensable tool for the teacher of high school English and social studies.

Burma, John H. The Mexican-American in the United States: A Reader. 850 Montgomery Street, San Francisco, California 94133: Canfield Press. $5.95. 1970. Paperback.

A compilation of articles describing the social status of Chicanos.

Celnik, Max M.L.S., and Celnik, Isaac [illegible] A Bibliography on Judaism and Jewish-Christian Relations. New York, New York: Anti-Defamation League of B'nai B'rith. $1.00. 1965. Paperback.

Children's Library Material: Selection Policies. Philadelphia, Pennsylvania: Free Library of Philadelphia, Library for the Blind and Physically Handicapped. Free. 1974.

Books in braille, on tape, or talking-book records available. Large print books also available.

Chrisman, Arthur Bowie. Shen of the Sea. New York, New York: E.P. Dutton and Co. $4.95. 1965. Illustrated.

Presents a series of fascinating Chinese stories in which the author has admirably caught the spirit of Chinese life and thought. Newberry Award Winner.

Clure, Beth, and Rumsey, Helen. Why Didn't I Think of That. Glendale, California: Bowman. $4.99. 1971.

Provides teachers with a great variety of activities that will be useful and meaningful for extending learning related to all school disciplines.

Cohen, Rabbi Henry. Justice, Justice. New York, New York: Union of American Hebrew Congregations. $2.45. 1969.

Traces the historic struggle of Jews to obtain freedom and human dignity. Rabbi Cohen parallels the Jewish experience with the black experience. He cites the reasons for rising anti-Semitism among blacks as cause for great concern to all Americans and offers alternatives to the present dilemma.

Cohen, Robert. The Color of Man. New York, New York: Bantam Books, Inc. $.95. 1972. Paperback.

Explains through text and photographs the concept of color. Discusses what color is, where it comes from, how color differences arose, and why they persist. Excellent.

Collier, Mary Jo, et al. Kids' Stuff. Nashville, Tennessee 37212: Incentive Publications, Inc. $9.95. 1969.

Records numerous activities in all subject areas at a primary level.

Croft, Dorren J., and Hess, Robert D. An Activities Handbook for Teachers of Young Children. 110 Tremont Street, Boston, Massachusetts 02107: Houghton Mifflin Co., Educational Division. $4.95. 1972.

Presents many suggestions for activities that can be used for young children.

Daniels, Roger. The Politics of Prejudice: The Anti-Japanese Movement In California and the Struggle for Japanese Exclusion. Atheneum. $2.65. 1968.

Cites labor unions, progressives, businessmen, educators, and clergymen as contributors to the anti-democratic movements in California. The time period covered begins with the Immigration Act in 1924. This is a scholarly view of the problem with detailed footnotes and extensive bibliography. Daniels does an excellent job of placing the problem against its historical background and in revealing the extenuating circumstances imposed upon the Japanese immigrant in California.

Duran, Livie, and Bernard, H. Russell. Introduction to Chicano Studies: A Reader. 866 Third Avenue, New York, New York 10022: MacMillan. $5.95. Paperback Text.

Presents a chronological collection relative to Chicano history.

Engel, Madeline H. Inequality in America: A Sociological Perspective. New York, New York: Thomas J. Cromwell, Co. $3.95. 1971.

Deals with four different topics. The first section is a general introduction to sociology; the second is a series of chapters describing a particular form of inequality in America; the third examines the consequences for our society of inequities based on innate group characteristics; and the fourth section contains several short, controversial readings written by or about the various minority groups discussed in the text itself.

Fast, Julius. Body Language. 630 Fifth Avenue, New York, New York 10020: Pocket Books. $1.50. 1971.

Examines the science of kinesics and the influence of culture upon nonverbal communications.

Franklin, John Hope. From Slavery to Freedom: A History of Negro Americans. 3rd ed. New York, New York: Random House. Vintage Books. $3.45. 1967.

Concentrates on the background and the history of the Negro in the United States. The scholarship and style are superior. Excellent bibliography.

Giovanni, Mikki. Spin A Soft Black Song. 72 Fifth Avenue, New York, New York 10011: Hill and Wang. $5.50. 1971. Illustrated.

Contains a collection of poems for and about children. Beautifully written.

Glock, Charles Y., and Stack, Rodney. Christian Belief and Anti-Semitism. Harper Torchbooks. New York, New York: Harper and Row Publishers, Inc. $1.95. 1969. Paperback.

Answers the question, "What accounts for the persistence of anti-Semitism in our democratic society?" One of five studies (part of the University of California's five-year study) which provide answers to "the role played by contemporary Christian teachings in shaping attitudes toward the Jews." Excellent reference book for intergroup studies in high school and college classes. Many facts, figures, and statistics.

Goldschmidt, Walter. Exploring the Ways of Mankind. 383 Madison Avenue, New York, New York 10017: Holt, Rinehart and Winston. $8.00. 1971.

Provides an introduction to the basic concepts and understandings of the science of anthropology, and gives us a knowledge of our own social milieu in light of those understandings. It deals both with the familiar and the exotic; it provides special insights into our own social environment.

Grambs, Jean Dresdan. Intergroup Education. Englewood Cliffs, New Jersey 07632: Prentice-Hall, Inc. $3.75. 1968.

Gives suggestions and methods for teaching intergroup education.

Grant, Joanne. ed. Black Protest, History, Documents and Analyses, 1619 to the Present. New York, New York: Fawcett. $1.25. 1968.

Contains selections concerning the conditions of the black man in America from the 17th Century to the 1960's. The majority of writings come from the 20th Century. Each section of the book is preceded by an introduction.

Greer, Mary, and Rubinstein, Bonnie. Will the Real Teacher Please Stand Up? 15115 Sunset Boulevard, Pacific Palisades, California 90272: Goodyear Publishing Co. $6.95. 1972.

Provides situations, activities, and simulations for teachers to incorporate into their business.

Halliburton, Warren J., and Katz, Wm. Loren. American Majorities and Minorities: A Syllabus of U.S. History of Secondary Schools. New York, New York: Arno Press. $2.95. 1970.

Presents a total course in U.S. History for teachers with lesson plans and annotated bibliography for teachers and students.

Handlin, Oscar. ed. Immigration As A Factor In American History. Englewood Cliffs, New Jersey 07632: Prentice-Hall, Inc. $1.95. 1959.

Discusses the ethnic impact on American history and culture and the subsequent attempts at restriction. Provides excerpts by writers contemporary to the various periods treated.

Handlin, Oscar. Boston's Immigrants. New York, New York: Atheneum. $3.25. 1970.

Analyzes the acculturation of immigrants into Boston Society by an eminent historian in detail.

Herskovits, Melville. The Myth of the Negro Past. Boston, Massachusetts: Beacon Press. $2.45. 1967. Paperback.

Attempts to "set the record straight" on the unity and complexity of West African culture and the extent to which this cultural heritage has influenced the life and behavior of the American Negro.

Holtrop, Donald. Notes on Christian Racism. Grand Rapids, Michigan: Wm. B.E. Erdman. $.95. 1969. Paperback.

Compares to C.S.Lewis' Screwtape Letters, notes from one worker to another for whom God is the Enemy, emphasizing church and scripture used against blacks, and church members who use economic and political power against blacks in education, hiring, and housing.

Hoover, Dwight W., ed. Understanding Negro History. Chicago, Illinois: Quadrangle Books. $2.95. 1968. Paperback.

Considers the major problems in studying and writing Negro history. Most of the selections in the book were taken from works published within the last ten years, primarily concerning the 19th Century. The book is arranged topically and is divided into three main sections: "The Uses of Negro History," "Problems in Writing Negro History," and "Major Trends in Negro History."

Hostetler, John A. Amish Society. Baltimore, Maryland: Johns Hopkins Press. $2.95. 1968. Revised.

Observes the interaction between a secular man-made world and a small family-life society. The Amish communities are under stress as technology encroaches upon their society. This book attempts to understand custom and change in this small society surrounded by a dominant one. The successful scholarly investigation includes both theoretical background material and effects on the individual Amish.

Hubbard, Alice, and Babbitt, Adeline, eds. Golden Flute: An Anthology of Poetry for Young Children. 257 Park Avenue, South, New York, New York 10010: John Day Co., Inc. $4.95. 1932.

Selects poems that have been gathered from old and new poets. Excellent to develop interest in poetry.

Hughes, Langston. Don't You Turn Back. 201 East 50th Street, New York, New York 10022: Alfred A. Knopf. $3.95. 1967.

Consists of a collection of poetry which deals with basic elements and emotions in life: love, hate, aspiration, and despair.

Hunt, Sarah Ethridge. Games and Sports the World Around. 79 Madison Avenue, New York, New York 10016: The Ronald Press. $6.00. 1964.

Gives a variety of games for children from all over the world.

Hunter, Madeline, and Carlson, Paul V. Improving Your Child's Behavior. 622 Rodier Drive, Glendale, California 91201: Bowmar. $6.99. 1971.

Emphasizes the everyday influence of family members on each other. Gives a systematic plan to improve the child's behavior. Recommended for parent conferences.

Jaye, Mary Tinnin. Making Music Your Own. 250 James Street, Morristown, New Jersey 07960: Silver Burdett Co. 1966.

Presents learning experiences in a sequence that moves from the first day of school to the last and includes the seasons and special days in proper order.

Jordon, Winthrop D. White over Black: American Attitudes Toward the Negro. 1550-1812. Baltimore, Maryland: Penguin Books. $2.95. 1969.

Seeks to determine "the attitudes of white men toward Negroes during the first two centuries of European and African settlement in what became the United States of America." Professor Jordan examines white attitudes toward blacks from intellect to sex. Recommended for teachers.

Kanowitz, Leo. Women and the Law--The Unfinished Revolution. Albuquerque, New Mexico: University of New Mexico Press. $3.95. 1969.

Looks at a much neglected area which only in recent years has come to the forefront in social justice -- sex-based legal discrimination. Examines the respective roles in sex in every sphere of American life. Gives a unique and interesting insight into the inequities and how best to end them.

Katz, W.L. Teachers' Guide to American Negro History. Chicago, Illinois: Quadrangle. $2.45. 1968.

Contains factual information, a bibliography, and suggestions for teaching. A valuable guide for teachers in developing a black history course.

McLaughlin, Roberta, and Wood, Lucille. The Small Singer. 622 Rodier Drive, Glendale, California 91201: Bowmar Records, Inc. 1969.

Contains a collections of songs that small singers enjoy year after year. Familiar and new songs with varied musical activities give the children a head start in the love and understanding of music.

McWilliams, Carey. North from Mexico. 51 Riverside Avenue, Westport, Conneticut 06880: Greenwood Press. $12.50. 1949.

Presents a classic portrayal of Mexican-Americans in the United States.

Moyer, Joan E. Bases for World Understanding and Cooperation - Suggestions For Teaching the Young Child. Washington, D.C.: Association for Supervision and Curriculum Development, N.E.A. 1970.

Provides activities that the teacher can use in the classroom organized by "process," e.g., "knowing," "loving," "organizing," - excellent for early childhood and elementary school teachers.

O'Rourke, Terrence J. A Basic Course in Manual Communication. 814 Thayer Avenue, Silver Spring, Maryland 20919: National Association of the Deaf. $4.50. 1972.

Provides a reference in manual communication. Illustrates over 500 basic signs utilized in sign language.

Parish, Peggy. Let's Be Indians. 49 East 33rd Street, New York, New York 10016: Harper and Row Publishers, Inc. $3.79. 1972. Illustrated.

Shows how to make simple things for use in activities and arts and crafts projects. Excellent resource.

Quigley, Charles, and Longaker, Richard. Voices For Justice, Role Playing in Democratic Procedures. 191 Spring Street, Boston, Massachusetts 02173: Ginn and Co. 1970.

Presents material and activities to use in role-playing democratic procedures, in addition to suggestions for discussion topics on constitutional questions.

Redon, Armando. Chicano Manifesto. 866 Third Avenue, New York, New York 10022: MacMillan. $2.95. 1971. Paperback.

Provides references and information about Chicano history as well as contemporary events.

Rivera, Feliciano. A Mexican American Source Book. Menlo Park, California: Educational Consulting Association. $5.00. 1970.

Deals with important people of Mexican or Spanish descent.

Rubin, Ruth. A Treasury of Jewish Folksong. 67 Park Avenue, New York, New York 10016: Schocken Books, Inc. $3.50. 1950. Illustrated.

Contains a collection of Jewish folksongs which represent the cultural history of the Jewish people.

Servin, Manuel. An Awakened Minority: The Mexican American. Riverside, New Jersey 08075: Glencoe Press. $3.95. 1974. Paperback.

Provides excellent reference material about Chicano history, culture, and contemporary issues.

Shabazz, Betty. ed. Malcolm X on Afro-American History. 873 Broadway, New York, New York: 10003: Betty Shabazz and Pathfinder Press, Inc. $1.00. 1970. Paperback.

Cites abundant evidence about the past achievements of the black peoples of the world. An edited and illustrated collection of the speeches and the autobiography of Malcolm X oriented toward improving the self-image of the black man as a man with a rich, old cultural heritage which was blotted from his mind by the machinations of the slave-masters during the slave period.

Sheehan, Ethna. Folk and Fairy Tales from Around the World. 79 Madison Avenue, New York, New York 10016: Dodd, Mead and Co. $4.50. 1970.

Contains a collection of stories that are fun to tell.

Sheffey, Ruth, and Collier, Eugenia. Impressions in Asphalt. 597 Fifth Avenue, New York, New York 10017: Scribner's Sons. $4.20. 1969.

Short stories, poems, and essays pertaining to different ethnic minorities.

Simon, Sidney B.; Howe, Leland W.; and Kirschenboom, Howard. Values Clarification, A Handbook of Practical Strategies for Teachers and Students. 719 Broadway, New York, New York 10003: Hart Publishing Co., Inc. $3.95. 1972.

Focuses on how people come to hold certain beliefs and establish certain behavior patterns systematically. Based on the Rath's approach, these authors consider valuing to be composed of seven sub-processes. This manual provides the teacher with 79 specific, practical strategies to help students build the seven valuing processes into their lives.

Smith, R., and Leonhard, C. Discovering Music Together. 1010 West Washington Boulevard, Chicago, Illinois 60601· Follett. $6.95. 1968.

Contains songs about American Indians. Also presents a Spanish carol, "Zumba-Zumba."

Social Studies Strategies. Activities File Box. $5.95. 1972. Producer: Educational Insights, Inc., 211 S. Hindry Avenue, Inglewood, California 90301.

Provides in easy-to-read form a number of excellent strategies, such as dramatic play, role-playing, simulation-gaming, art experiences, documents and ancient writing, and filmstrip-making for improving the teaching and learning processes in elementary school social studies curricula.

Wagenheim, Karl. Puerto Rico - A Profile. 1519 Connecticut Avenue, N.W., Washington, D.C. 20030· Puerto Rican Research and Resources Center. $2.95. 1971. Paperback.

Contains excellent source material for teachers as recommended by Dr. Pantoja, Director of the Research and Resources Center.

Waldo, Myra. The Complete Round-The-World Meat Cookbook. Garden City, New York 11530: Doubleday and Co., Inc. $6.95. 1967.

Gives recipes from all countries for meat, vegetables, and soup dishes.

Watters, Lorrain E., et al. The Magic of Music - Kindergarten. Xerox Education Group, Statler Building, Back Bay, P.O.Box 191, Boston, Massachusetts: Ginn and Co. 1966.

Includes a collection of songs for children in early childhood education.

White, Walter. A Man Called White: The Autobiography of Walter White. Bloomington and London. Indiana University Press. $12.00. 1969.

Tells the poignant story of Walter White as written by the late general secretary of the NAACP. With great poignancy he writes of his life and the fight for racial equality.

Woodward, C. Vann. The Strange Career of Jim Crow. 3rd revised ed. 200 Madison Avenue, New York, New York 10016: Oxford University Press. $1.95. 1974.

Discusses segregation from 1877 to 1965. An essential guide for placing contemporary race relations in factual and humane perspective.

Young, Kimballand, and Mack, Raymond W. Sociology and Social Life. 450 West 33rd Street, New York, New York 10001: American Book Co. $7.95. 1965.

Develops a systematic interpretation of the major elements of sociology. Includes a section on the development of human personality and growth.

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